

**ASSESSING THE IMPACT OF THE DURATION OF PRE-SERVICE
TRAINING ON TEACHERS WORK PERFORMANCE AND TEACHING
COMPETENCES IN TANZANIA: THE CASE OF NYAMAGANA
MUNICIPALITY**

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Hd/E/082/T.13**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTERS OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES (MED APPS) OF
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled “*Assessing the impact of the duration of pre-service training on teachers work performance and teaching competences in Tanzania: The case of Nyamagana Municipality*” in partial fulfilment of Masters of Education (APPS).

.....

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Date.....

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I, *Prisca Pascal Myalla*, certify that this dissertation is my own original work and that it has not been submitted and will not be presented to any other university for similar or any degree award.

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DEDICATION

This Dissertation is dedicated to my lovely husband Joseph Konyo and our children, Josephine Konyo, Jeremiah Konyo and Joel Konyo for their encouragement, prayers and material support which have been instrumental to the successful completion of this dissertation.

ABSTRACT

The current study assessed the impact of the duration of pre-service training and teaching competences they demonstrate after graduation. Three research objectives were addressed in this study namely; the influence of the duration of pre-service training on teaching competences and work performance; the classroom management strategies demonstrated and the duration of pre-service training; adherence to professional ethics and duration of pre-service training. Case study design was used to suitably utilize qualitative approach in data collection and analysis. The sample size involved 101 respondents who were both purposively sampled and interviews, focused group discussion and documentary analysis methods were used to collect data. The findings revealed the time duration for pre-service training was a determinant for grade IIIA teachers' competency and teaching skills. Thus, the grade IIIA with two years training were more competent in their teaching and in planning lessons than grade IIIA with one year of training although they demonstrated similar classroom management strategies; the grade IIIA with one year training were lacking theoretical and practical skills for the making effective use of classroom management strategies. The study also discovered that both groups were found to involve themselves in misconduct and misdemeanour acts such as drunkenness and sexual relations with their students.

It was recommended the government should avoid being inconsistent on the duration used to train pre-service teachers in order not to compromise quality; the government should introduce frequent in-service training of teachers; junior teachers be attached to senior teachers (mentoring) to promote the teaching profession and the

government through Teachers Service Department (TSD) should inculcate to newly trained teachers ethical dimension with respect to professional code of conduct. In addition deliberate and stern measures should be taken to correct misbehaving teachers and to punish whoever does not wish to adapt to regain the reputation of the profession from the public eyes.

LIST OF ACRONYMS AND ABBREVIATIONS

BRN	Big Results Now
BTP	Block Teaching Practice
DAS	District Administrative Secretary
DEO	District Education Officer
EFA	Education for All
FGDs	Focused Group Discussions
HT	Head teachers
MDGs	Millennium Development Goals
MIITEP	Malawi Integrated In-Service Teacher Education Programme
MoEVT	Ministry of Education and Vocational Training
MUKA	Mafunzo ya Ualimu Kazini Kufikia Daraja ‘A’
PEDP	Primary Education Development Programme
PRESETs	Pre-service teachers
SEDP	Secondary Education Development Programme
SSA	Sub-Saharan Africa
TCU	Tanzania Commission of Universities
TDMs	Teacher Development Management Strategy Document
TTCs	Teachers Training Colleges
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
URT	United Republic of Tanzania

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Tanzania is committed to achieve both global and domestic commitments to which she is signatory. The achievement of Education for All (EFA) targets and Millennium Development Goals (MDGs) cannot be realized without adequate numbers of properly trained, qualified and motivated teachers (Sinyolo, 2007). It has been estimated that more than 18 million teachers would be needed worldwide to meet the Universal Primary Education (UPE) goal by 2015 (The UIS Report, 2006). Sub-Saharan Africa alone would need to train and recruit close to 4 million primary school teachers to replace those who leave and to deliver quality education to children of the countries with 100% enrolment. Unfortunately, insufficient recruitment of qualified teachers and the prevalent employment of unqualified, volunteer, contract or Para-teachers has been a common phenomenon in Sub-Saharan Africa.

Teachers' training programs are categorized into two programs namely pre-service and in-service. In Tanzania, pre-service training program, teachers often have to attend compulsory courses according to rules established by curricular to obtain a grade "A" certificate for primary education and diploma or first degree for secondary education (URT, 1995). The training is meant to upgrade teachers' skills, knowledge and performance, also to enable them to be more effective in their job (Mathekga, 2004).

The preparation of pre-service teachers (PRESETs) academically and professionally is a vital responsibility through the respective teachers training institutions.

According to Ishumi (2009) in Tanzania the educational institutions prepare teachers in different three-tiered process of; normative, speculative and analytical functions. The three-tiered concepts are reflected within the perspectives and purpose of teacher training as follows: first, PRESETs learning should be designed to develop creative and innovative thinking to speculate about overall existence of a phenomenon (for example the nature of education) and how that phenomenon relates with other phenomena in the context over time. Second, the PRESETs should develop knowledge and skills to critically analyze and understand the existing educational problems pertaining to a particular context of learning and teaching as well as the finding the opportunities to solve them. Third, to develop an understanding of the actions to adopt to deal with the existing educational issues, to maintain education professional norms and standards required in the context of learning and teaching for individual and community development.

The mastery of three-tiered process helps PRESETs to grow as professionals through an intensive professional learning theory and to transfer it to the field-based practices, both intensively and extensively (Feiman-Nemser, 2001). This study therefore views teachers' job performance as an outcome of teachers' professionalism through duration of their training.

Teachers' improved training is among of the human resource management and development issue identified by the system reforms of Tanzania and Victoria Australia (URT 1993, Caldwell and Hayward 1998). Reynolds (2004) as quoted by Armstrong argues that training has a complementary role to play in learning especially when different skills are required quickly to meet new demands like it was the case in the studied reforms. Formal training is underlined as necessary if the tasks

to be carried out are so specialized that employees are unlikely to master them on their own at a reasonable speed. He argues that it is effective if it follows a systematic approach with an emphasis on skills analysis. The purpose of training should also be clearly defined in terms of 'criterion and terminal' behaviours. According to him, criterion behaviour is what is required as a result of training, and terminal behaviour is what is expected. In terms of the content of training, he argues that it should be related to the work contexts of the participants, which in turn require thorough needs assessment. In the light of studied reform objectives according to Rajan (2007), training and retraining of teachers could also entail shifts in teaching approaches so that participants get rid of transmittal methods which had dominated their career and new subjects which the reforms were introducing.

1.1.1 Historical Perspective of Teacher education in Tanzania.

Teacher education programmes can be understood on the basis of the historical, social-economic, political and cultural contexts in which they have developed (Zeicher, 1994, Lewin & Stuart 2003). Through tracing their history some more positive aspects might be noted that might help to inform our understanding of education and the prospects of the proper duration of teacher training, competencies and the outcomes of their work performance in primary schools in our country. For these reasons it is worth analysing the historical development of teacher education in Tanzania.

In Tanzania, the Germans formulated teacher education at the beginning of the 20th century. According to Hirji (1979), in 1899 the Germans introduced a teacher-

training department at Tanga School. Within this period teacher education was dominated by the apprenticeship model. Such a model encourages the view that teaching is a craft learned merely by imitating experienced practitioners (Dove, 1986). The Germans efforts, however, were negatively affected during the First World War. As a result (Mbilinyi, 1979), all government schools were disbanded and most Mission schools closed. After the war, in 1919, what was named Tanganyika was handed over as a League of Nations mandate to England. Buchert (1994) pointed out that the British administration in Tanganyika took over responsibility for the education of Africans at its first education conference in Dar es Salaam in 1925; as a result of this the British government developed teacher education.

According to Rajabu (2000), by 1945 small government teacher training centres, with African staff, had been opened in all but one of the eight provinces of the territory. The first category of teachers was grade II or village school teachers. Candidates for this grade were selected from standard 4 leavers or district schools for a three-year course, which was later extended to four years. The first two years were devoted to academic subjects and the next two years to professional training. The academic component included teaching subjects were educational psychology and the principles of education. The second category was Grade I or Senior Primary Teachers. This course took two years of professional training after standard 10.

In 1974, the government of Tanzania was directed by the Musoma Resolution to introduce Universal Primary Education (UPE) by the end of 1977. As a result of this, the demand for primary teachers rose. In order to meet the increased demand, a

number of strategies were adopted. First, the amount of time spent by students' teachers in teachers' college was cut to half. Instead of spending two years they spent only one year. The second year of study was covered in school-based training. According to Kalugula (2001), it was assumed that college teacher educators would supervise such student teachers, as they would be visiting schools.

For the first time a new distance teacher training approach was introduced. Retired teachers were also re-engaged. Within this period primary leavers were recruited as grade 'C' or 'B' teachers and qualified to teachers received a 'crash course' in teaching methodology for 1 year, while the course duration for grade 'B' teachers was 4 years. The first two years were devoted to academic subjects, equivalent to form II secondary education and the second two years to be educational studies.

Recruitment of these teachers, in particular Grade 'B' continued for several years until 1996, when it was abolished. However, these teachers have been usefully especially in rural areas, despite the fact that they are under-qualified as, discussed below (Chediell, 2004 and Malekela 2004) point out that rural and remote areas have fewer teachers than rich regions and urban areas which tend to have more teachers and of higher qualification. Today Tanzania has adopted a liberalization policy (MoEC, 1995). A partnership between government and private organisations in the provision of education have been established and they are considered to offer high quality education as compared to government schools.

1.1.2 Professional development perspective.

Initial teacher education can be regarded as the first step in professional development(Hansen & Simonsen,2001),and it provided a strategic opportunity for ensuring that all teachers are ready and able to teach for sustainability when beginning their career(Ferreira, Ryan &Tilbury,2007).For this reason, initial teacher education is importance in educating competent teachers, and an defects arising during it, are extremely difficult to correct after words(Kansanen,2002).This means that for a country like Tanzania, where teachers rarely have an opportunity to participate in professional development courses or in service, the effectiveness of initial education is essential.

However, regardless of how effective the initial teacher education is, teachers need to continue to learn more about subject content, teaching and learning during their practice as new knowledge is developed in the subject areas. Therefore, teachers deserve on going opportunities for further qualification in order to grow personally and collectively (Grossman, Schoenfeld & Lee, 2005). This is possible through professional development programmes (Bezzina & Camilleri, 2001).

In Tanzania there is an increasing need for a professional development programme, as indicated in the Teacher Development Management Strategy Document (TDMS, 2007) which recommends the initiation of a well established in-service education programme for teachers. Unfortunately, both initial and in-service teacher programs are claimed to be superficial fragmented and therefore inadequate tools to achieve the anticipate quality of the teaching force(Temu,2007:Wedgwood,2007).Some

teachers educators lack the necessary qualifications (Binde, 2010; Temu, 2007), while inadequate professional development courses are a common deficiency (Meena, 2009). Unfortunately, in-service programmes in Tanzania are allocated very little funding, and depend mostly on foreign agencies and donors (Kitta, 2004).

Dilts (2002) argues that teacher training programs help teachers to be better able to handle difficult students, to develop a great understanding of different learning styles; to enhance learners' self-esteem and therefore their desire for positive reinforcement; and to become more creative, imaginative and stimulating in their presentation. Therefore, the effectiveness of any teacher training programmes should reflect at least two potential.

Outcomes: change of teachers' classroom practice, and change in teachers' belief and attitudes towards teaching and learning (Jones and Lowe, 1990).

There is at least consensus among the educators and researchers that the quality of education provided is reflected to the quality of teachers and utilization of the necessary teaching and learning facilities. That is to say, the quality of teachers among other things relies on training programs and period used to train teachers. Primary school teachers in Tanzania are required to attend a two year teacher training course with qualifications as quoted in the Ministry of Education and Vocational Training (2009:10).

Learners join certificate in teacher education after completing four years of ordinary secondary education. Teacher trainees have to spend two years in college based teacher education.

Teachers must be highly knowledgeable about their content area specialty, whether they teach a specific subject matter or all content areas in an elementary school, classroom, however, effective teaching that produces academic achievement for all students requires more than content child development and motivational expertise (Darling, Hammond, 1997).

In terms of competences, the primary teacher trainees are expected to have acquired competences in guiding and counselling children with diverse needs; promoting personality development, social, mental and physiological characteristics to primary school pupils; assessing children's progress in terms of behaviour and academic performance; using administrative and management skills to provide care and support to primary school children; carrying out small scale research studies on the children learning and development; and designing, developing and using teaching and learning materials in teaching (Ministry of Education and Vocational Training, 2009).

The aims and objectives of teacher education from broader national objectives of education and training emphasize quality (Babyegeya, 2006). In particular, teacher education has to sharpen the knowledge of subject matter content, enhance pedagogical skills, and improve the mastery of general educational foundation

knowledge of its current and future professionals. The inherent contradiction that raising the quality of teacher education can be achieved by allowing virtually anyone that chooses to become a teacher to do so with minimal training (Townsend Bates, 2007).

Many developing countries including Tanzania are confronted with crucial problems in the field of teacher education. Teacher education is multidimensional activity and various aspects of a teacher's life and work. Its aim is not only to teach the teacher how to teach but to make an effort to develop their initiative, to reshape their professional attitudes and to develop skills to improve professionalism (Bennet, 2000).

Since the body of knowledge and skills in education is ever changing (Babyegeya, 2006), teachers' knowledge need to be changing constantly to meet the challenges caused by changes in the society in which it provides services. There is a belief that teacher development leads to change in teacher behaviour which in turn positively influences teacher classroom practices and hence improves the teaching and learning practices (Pearson, 2007). In that case a need to develop teachers' knowledge for the purpose of enhancing teaching and learning in classroom is imperative.

In Tanzania experience shows that educational innovations that address expansion of enrolment tend to weaken quality at the expense of quantity (Rajabu, 2000; Babyegeya, 2006). Inadequate programs of teacher education and insufficient professional merits of teacher educators, graduates from teacher education programs

demonstrate a low mastery of essential competencies needed to ensure quality teaching in schools (Ishumi, Lihamba & Mtaki, 2005; Mmari, 2001, Kita & Tilya, 2010). Therefore the claim that the quality of education in school system is poor because of the low quality of teacher education can not be disputed (Temu, 2007; Tilya & Mafuniko, 2010). Hence, one of the ambitions is to analyse the problem of low quality of teacher education or poor work performance in their schools location and if possible produce suggestions for practical strategy to addressing this problem of duration of teachers training courses.

The Pre-service training in Tanzania is designed to prepare a person for a teaching career. The training enables future teachers to comprehend educational theories, education philosophy, teaching methodologies and educational ethics whilst gaining social skills, knowledge and skills in different subjects with which to start a successful teaching career. A teacher is expected to master his or her area of specialization to be in the best position to help learners (Bhalalusesa, Westbrook, Lussier, Sima, Qorro, Katabaro, Matonya, Tiboroha, Nzima, 2011).

In Tanzania, teacher training is currently offered through three clusters namely grade 'A' teacher training, diploma teachers and degree teachers (Bhalalusesa et al, 2011). However, for primary education, grade 'A' teacher training is predominantly. Grade 'A' teachers are trained to teach pre-primary and primary school students. Normally, teachers who are eligible are supposed to form four graduates (ordinary level secondary education certificate). Training lasts for two years and emphasizes teaching methodologies. Upon completion, qualified teachers are expected to display

pedagogical improvement, demonstrate commitment to the teaching profession, display ethical standards and help students' meaningful learning (HakiElimu, 2011). They are expected to acquire adequate knowledge and working skills of learner centered activities to balance pedagogic and content knowledge for active learning in schools (TIE, 2009; Babyegeya & Mushi, 2011).

However, teacher Preparation for primary education in Tanzania is faced with a number of challenges including the changes in the training duration and the subsequent dilemma as to whether the focus of the curriculum should be on the subject matter or pedagogy or both (Bhalalusesa et al, 2011). This situation was exacerbated by the rapidly increasing demand for new teachers after the expansion of pupil enrolment as a result of PEDP and SEDP for primary and secondary education respectively. An attempt to make the second year of teacher training school based has raised a concern on the effectiveness of the supervision and performance of the teachers. However, the education stakeholders have linked the fall in education standards in Tanzania with the challenges facing the teachers and how they are prepared (Yankami, 2013). It has been indicated that time allocated to train and recruit teachers is not enough.

One of the reasons that is connected to the low quality of teacher education is inadequate programs that prepare and develop teachers (Mmari, 2000; Temu, 2007; Kita & Tilya, 2010). Teachers are ill prepared and ill developed (Mmari 2001; Galabawa, 2000). Consequently, teaching and learning in the school system is claimed to be of low quality and dominated by rote learning strategies (Meena, 2009;

Tilya & Mafumiko, 2010). From this point of view, the focus of the study on investigating the work performance and teachers ethics for Tanzania primary school teacher, a researcher want to show that there is a gap or inadequate of the time in teachers training that prepares and develops teachers.

1.2 Statement of the problem

In response to the endorsement of the Education for All (EFA) goals in 1990 in Dakar, significant progress has been made in terms of access to primary education in Sub-Saharan Africa including Tanzania. As education systems have expanded considerably, so have the additional primary school teachers. According to Kruijer (2010) there are a large numbers of un- and under-qualified teachers who have been recruited in recent years by the government of Tanzania. These teachers (un- and underqualified) often face overcrowded classrooms, under-resourced schools, lacking appropriate facilities, and poor pay and working conditions, which combined not only negatively influence teachers' motivation and status but, in the long run, seriously undermine the quality of education provided. In addition, the Tanzania school curriculum has changed from content based to more on competent based demanding more skilled and knowledgeable teachers to handle.

With the poorly resourced primary school system and the changing school curriculum,

One would expect that system is operated by well prepared and highly motivated teachers but this was not the case. The pre-service training period continued to be

reduced. The reduction of time or duration for pre-service teacher training programmes seems to worsen the situation. It is unfortunate however, that little is known about how the period of training has influenced job performance for primary school teachers in Tanzania. It is these conditions of poorly resourced primary schools and changing school curriculum on one hand and the reduced training period of teachers on the other which prompted this study.

1.3 Objective of the study

1.3.1 Main objective of the study

The main objective of the study is to find out the impact of the duration of pre-service training on teachers work performance and teaching competences they demonstrate in Nyamagana Municipality.

1.3.2 Specific objectives of the study

- To examine the influence of the duration of pre-service training on teaching competences developed by teachers and how influence their work performance.
- To assess the classroom management strategies demonstrated by grade ‘A’ teachers of one year training against those of two years.
- To examine the adherence to professional ethics for primary school teachers who attended one year of training and those of two years of training.

1.4 Research questions

- To what extent the period of pre-service training would equip on teaching competences developed by teachers and how influence their work performance?
- What is the difference of the classroom management strategies between the grade A teachers of one year training and those of two years of training?
- Is there any significant difference in the adherence to professional ethics for primary school teachers who attended one year of training and those of two years of training?

1.5 Significance of the study

These findings will help to identify the areas of teacher training and primary school teachers' competencies in their work performance in schools. Teacher quality is the most important within the school factor affecting student performance. As such, it is the vital to the achievement of the educational goals. Secondly, the study will increase the growing number of qualified and competent teachers in the field of education. Since those teachers, school leader and teacher educators are key actors in maintaining and improving the quality of education and training system in Tanzania. Also the study might provide insight into the problems whose solution might help to inform specific actions to be taken efficiently and effectively address the duration of teachers training for grade IIIA teachers' competency and work performance in schools. The study would provide recommendation to policy makers on what is the best to do with the problem of duration of training for grade 'IIIA' teachers who attend to provide education in primary schools in Tanzania. Finally, the study will

give opportunities for teachers and students to develop their knowledge and skills towards educational goals through teachers training and good performance to the work and in the whole process of teaching and learning.

1.6 Definition of the key terms.

Training is the process of acquiring specific skills to perform a job better. It helps people to become qualified and proficient in doing some jobs (Dahama, 1979). Training is the process of teaching, informing, or educating people so that they may become as well qualified as possible to do job and they become qualified to perform in positions of greater difficulty and responsibility (Van Dersal, 1962). The difference between education and training is such that while training is concerned with those activities which are designed to improve human performance on the job that employees are at present doing or are being hired to do, education is concerned with increasing general knowledge and understanding of the total environment.

Teaching competencies are defined as an integrated set of personal characteristics, knowledge, skills and attitude that are needed for effective performance in various teaching contexts (Darling-Hammond, 2006). Thus, competencies are general description of the behaviour or actions needed to successfully perform within a particular work context. *Teacher competence* is a description of one's ability, a measure of one's performance.

Pre-service education of teacher means, education of teachers before they enter into service as teacher. Pre-service teacher preparation is a collection of unrelated courses

and field experience. Pre-service education often provides the first step in the professional development of teachers. It exposes pre-service teachers to new perspectives as well as prepares them in knowledge and skills (Wilke, 2004). Knowledge includes disciplinary content, or subject knowledge, and pedagogical content knowledge, or knowledge of how to teach.

Teacher work performance in schools can be mapped well through arranging training programs for the teachers and they will get motivated and their confidences will also increase. According to Griffin (2005) the performance of an individual is determined by three factors i.e. motivation, work environment and ability to do work. According to Griffin (2005) explored that the performance of an individual is determined by three factors i.e. motivation, work environment and ability to do work. In this study job performance of teachers are reflected in setting objectives, evaluating lessons, organization, extra duties, time management and preparing of lesson plan and scheme of work. It therefore views job performance of teachers as an outcome of teachers' professionalism through training for teacher. It refers on how primary school teachers demonstrate their teaching professional in schools especially in Nyamagana Municipal.

1.7 Organization of the Study Report

This research proposal will consist of three chapters. *Chapter one* is the introduction which has outlined the background and the statement of the problem. The chapter also has delineated the purpose of the research, its objectives and research questions. The chapter has further addressed the motivation and the significance of the study

and it concluded by explaining the delimitation and limitation of the study. *Chapter two* provides the literature review. In this part, only literatures related to this topic surveyed. *Chapter three* confers the conceptual framework guided the study and research methodology. In this part, research design, the sampling methods and methods of data analysis are discussed. The chapter ends by giving the summary of the chapter. Chapter four presents the analysis and discussion of the findings while chapter five gives the summary, conclusion and recommendations of the study

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter provides literature review relevant for this study. It addresses the conceptualization of such terms as teachers' competence, pre-service teacher training and teachers' job performance. Several empirical studies based on global and regional experiences are reviewed in the next section. In addition, the empirical studies on pre-service teacher training in Tanzania and Africa South of Sahara are presented as well. The chapter also reviews the effect of teachers' training and its significant roles and impact on teacher performance. The final sub section introduces the conceptual framework for the study, synthesis and identification of the knowledge gap.

2.2 Teacher Education as a discipline

2.2.1 Discipline -based teacher education.

In this type of curriculum the content is mainly based on subject knowledge and skills of delivering. The structure is often linear and associated with educational disciplines and the subject disciplines of the school curriculum (Young, 1998; Cheng, 2001). In practice, the same standard content and structure is followed by educators and student teachers (Sharan, Shachar & Levine, 1991). Here, the curriculum is considered as fact (Young, 1998); teacher education programmes assume a top-down approach, where by student teachers are looked upon as empty vessels to be filled with true knowledge, which only the educators possess.

Teaching is focused on transmitting facts to student teachers by relying heavily on textbooks(Larzen,2005).The assumption is that these disciplines would provide conceptual frameworks which would enable professional teachers to understand their roles.Here,student teachers are expected to bring together the ideas from various disciplines and make them relevant to their practice(cf.Young,1988).From this perspective Young, for instance, points out that the only possible explanations of pupils failure might be either poor teaching or social or psychological deficits that pupils bring with them to school or college.

However, education disciplines are considered to be very abstracted from any real life in the teaching situation (Young, 1998).This argument is perhaps valid, since it is of fundamental importance that teachers gain practical education. Lawton (1978),for instance ,points out that psychology is largely neglected in curriculum planning at the classroom level .He adds that it seems to be regarded as something remote and academic ;similarly,Uljens (1997) points out that psychology offers a narrow approach trying to understand what teaching is all about.

Babyegeya (2006) argues that while universities and teachers colleges are guided by the teacher education objectives stipulated in the Education and Training Policy of 1995, there is no well formulated procedure to coordinate activities in the two parts of the system. For example since the curriculum innovation, some universities for example, the University of Dar es Salaam have been hesitating to recognise the diploma in education an entry qualification to undergraduate pro-grammas on the

grounds that students have learnt only methods (Framework for Diploma in Education Programmes, 2006).

From this standpoint, it can be argued that pedagogy has been accorded lower recognition, while academic subjects are rated higher (Goodson 1983). In this respect, Universities appear to impose on teachers' colleges specialised knowledge that stems primarily from the epistemological definitions of the discipline as currently accepted by the universities (Sharan, Shachar & Levina, 1999). However, those who join teachers' colleges possess the minimum qualifications to join universities by taking into consideration their advanced secondary education grades.

Furthermore, training programs play a crucial role, as it is through training that teachers' skills and attitudes can be changed for their own betterment. Therefore training programs are of vital importance to teachers and governments to pass on the latest innovations in teaching methods\strategies and new curricula (David, 2001). Also teachers are an important factor in determining the quality of education that children receive.

Their professionalization has been a centre of much concern among educators and researchers (Nkwanga, 1992). Its importance is not only for reputation, differentiations from members of other professions, but in a sociological sense, a form of social control. Therefore, for an educational institution to excel, it must focus on the quality, competence, knowledge and commitment of the teaching profession code of conduct. Through professionalism is the ultimate goal of all professions, poverty,

poor remuneration and poor training at times constrain in attainment. Therefore, there are many factors which influence teacher professionalism such as attitude of the different education stakeholders towards the teacher, gender, age and duration of service. These all have a bearing to teachers' professionalism and the implied performance in and outside of the class.

The analysis of the relation between training programmes teachers' professional development and children's learning has been defended by many authors such as Liston and Zeichner (1993), Monk and Dillon (1995), Tuomi (1997) and Wilson and Berne (1999). The conceptual frameworks underlying teacher training have been fundamentally based on psychology and epistemology Literature reviews on teacher training done for example by Zeichner (1992) and Lemke (2001) have showed that there are very few programmes of teacher training with a sociological and multicultural character and that there are few programmes which carry out systematic research and evaluation to find out the extent to which teachers are prepared to teach all children.

Underson and Mitchener (1994) also show that many studies on initial teacher training and teachers' professional development do not have a consistent conceptual framework of reference. They call for the development of studies which involve multiple perspectives considering for example the analysis of teachers' competence in psychological, sociological and epistemological terms.

2.3 Theoretical overview of concepts

2.3.1 Teacher competence.

Competence refers to what a person knows and can do under ideal circumstances where as performance refers to what is actually done under existing circumstances. Competence embraces the structure of knowledge and abilities, where as performance subsumes as well, the processes of accessing and utilizing those structures and a host of affective, motivational, intentional and stylistic factors that influence the ultimate responses (Messick, 1984). The quality of competent teaching depends upon the nature of teaching training program. The competence of teachers entering the profession is a significant issue for providers of teacher education and the many education bodies who employ graduate teachers. The phenomenon of competence is not a recently contested issue, nor one that is unique to the teaching profession.

The task of a teacher is closely tied to the nature of the classroom; therefore it calls for teachers to prepare virtually all students for higher order thinking and performance skills once reserved to only a few (Darling-Hammond, 2006). Therefore, the concept of teaching competence has implications on teachers' preparation. The term 'competence' is used as more general than 'competency' except when it is referred to the particular competencies comprising teacher competence. The understanding of the concept of a competence has undergone significant changes since its introduction into discussions of teaching 'expertise'. Originating from behavioural psychology, the concept of teaching competencies as a set of 'discrete', 'theory-free', practical skills spread within many countries

beginning in the late 1960s. The idea was that observable events in teachers' performance in practice could serve as a basis for defining them as 'competent' teachers.

Accordingly, adequate teacher preparation had to be effective in shaping future teachers' performance in their daily teaching (Van Huizen *et al.*, 2005). The belief underlying this paradigm was that teaching expertise could best be mastered by applying a range of methods or class management techniques learned from experienced teachers. This brought the concept of teacher education closer to that of training focused on the development of skills relevant for teaching.

According to Barnett (1994), competent professionals are able to form a view of their own profession and its changing relationship with society's demands. This means teacher education must equip future professionals with much more than an ability to use particular teaching techniques. It requires more knowledge and a deeper understanding of the historical, political and economic context for a particular education system.

The Core Competencies that every trained teacher should have are categorized into the following dimensions: professional practice, leadership and management, and personal effectiveness. Professional practice is when a competent teacher seizes every opportunity to encourage learning, believing that all students can learn. And learning isn't limited to the classroom. To this end, the teacher takes every

opportunity to improve on his or her own professional practice, in order to provide quality learning.

Leadership and management is when a competent teacher is a leader who wins the hearts and minds of the students. Such a teacher sees the value in developing and working with others, including parents and colleagues, and actively seeks out opportunities for professional collaboration within and beyond the school. According to Sharon and Rossman (1995) a good teacher education programme must be dynamic so that it can produce teachers who are ‘moral constructors and philosophers’. They draw from a strong base of values, knowledge, skills and professional commitment. Thus, competent teacher has the attributes necessary for job performance. A teacher needs to possess a set of relevant attributes such as knowledge, abilities, skills and attitudes. Some scholars however, categorize teacher competence into two main categories namely interpersonal skills and classroom procedures (Tommy, 1996).

2.3.2 Pre-service teacher education

Generally, pre- service training is a process through which individuals are made ready to enter a certain kind of professional job. They have to attend regular classes in a formal institution and need to complete a definite curriculum and courses successfully to receive a formal degree or diploma. They are not entitled to get a professional job unless they can earn a certificate diploma or degree from the

appropriate institution. Pre-service training contents emphasize mostly technical subject matter and pedagogical skills to prepare the students to work. (Malone, 1984).

Pre-service education of teacher means, education of teachers before they enter into service as teacher. During this period of teacher education programmes, teaching practice goes side by side, while they are getting knowledge about theory papers. Pre-service education is carried on for preparing different types of teachers for a collection of unrelated courses and field experience. It is important for teacher educators to learn the methodology of how to get in touch with the core qualities of a good teacher and how they can stimulate these qualities in student teachers. The inclusion of appropriate content knowledge about essential qualities of a good teacher in relevant theory papers and practice of effective domain related traits in school situation for a longer duration could help promote these traits in student teachers. The teacher education programme needs to allow the space where in a teacher's personality could be developed as someone who is reflective, introspective and capable of analyzing his or her own life and the process of education at school so that after becoming a teacher, he becomes an agent of change. The pre-service education and training (PRESET) is central to the achievement of the Dakar and Millennium development goals for universalizing access to primary schooling and achieving gender equity (Lewin, 2004).

Therefore, before entering into any pre-service education most students are required to possess or obtain previous academic credentials, either a general in a subject of their choice. The pre-service teachers are expected to give opportunities to develop

skills through lesson plans, teaching lessons and classroom management (Lewin, 1999).

2.3.3 In-service Teacher Training

Generally, primary teachers do not have sufficient opportunities for in-service training on a continuous and regular basis. Usually there is no recurrent budget allocation for this activity. Some provinces fund teacher training from their development budgets, but none of the provinces have a sustainable and coherent model for continuous in-service teacher training. Only a few teachers from public sector attend the limited number of in-service courses on offer because of favouritism in the selection process. The policy is that every teacher should have in-service training after five years on the job. If this is to happen, then 20 percent of the stock of teachers will have to be trained every year. However, there is lack of infrastructure and human resource to deliver in-service on this scale.

In-service teacher training is founded mostly through donor support with little or no coordination among the donors themselves. The result is duplication of effort and a lack of systematisation of professional development and learning that has been identified after a careful analysis of teacher needs. The management of in-service programmes is a complex and difficult issue. One challenge is identifying teachers who need specific training. In most cases, it has been observed that the same teachers are the one attending in-service. Nomination to attend in-service training has been corrupted because of the financial incentives of attending, in the form of per diems and allowances.

The lack of adequate facilities and other support measures for women teachers to participate in the residential training programme has also been identified as a disincentive for attending in-service training. Most critical ones are day-care centres for children and absence of women resource persons. A general insensitivity towards the specific needs of young mothers or middle-aged women in training programmes discourages women teachers from participating.

2.3.4 Qualities of a good teacher.

Good teachers are rare, and few people, including school administrators who hire teachers, know what it takes to be one. Here are few lists of traits that excellent teachers have in common.

- a) *Knowledge of the subject matter.* You can't teach what you don't know. All teachers need not be experts in their fields, but possessing knowledge is important. Teachers must continue building their understanding of their subjects throughout their careers.
- b) *Patience.* No teacher should be expected to have much patience with individuals whose lack of discipline, immaturity or interrupts the work of other students. Patience with students who are trying to learn, however, is part and parcel of the teaching profession. Impatience with sincere student is an indication of the teacher's own short-comings.
- c) *Confidence.* Good teachers are confident in their abilities to sense where students are in the learning process and in their students' abilities to learn material that is presented in a logical way.

- d) *Achievement.*** Experienced teachers have clear thoughts on what their students should know at the end of the term, and they understand what they must do along the way in order to reach those goals.
- e) *Planning.*** Teachers must have plans and stick to them. This goes deeper than rigidly following a course syllabus. Effective teachers sense when students need more time to absorb the material and within limitations are willing to give it to them.
- f) *Awareness.*** Teachers in elementary and secondary school must have eyes in the backs of their heads. They need to be aware of everything that happens in their classrooms. Teachers who are awake are able to stop nonsense before it starts and keep students on track.
- g) *Organization.*** Teachers must be able to manage students' multiple personalities and organize their subject matters so that a maximum number of students benefits from their presentations.
- h) *Vision.*** Teachers should be not only provided their students with interesting and useful material, but also with vision of where they might end up if they learn well.
- i) *Community involvement.*** Maintaining good community relations is part of being a teacher, and teachers' contact with parents, administrator and community leaders enhances their effectiveness in the classroom.
- j) *Context.*** Every subject has a context, and teachers are responsible for providing it to their students. Since no one learns in a vacuum, teachers must show their students how the information they are learning might be used or might lead to the development of some other useful skills.

The teachers with good professional preparation are a catalyst for quality education (UNESCO, 1995; Chandra 1994; Hallack, 1990). The issue of quality education is problematic with quality determined by the context in which the education system resides. For instance, perceptions of quality differ considerably from one country to another. This notion based on the needs and perceptions of different communities in accord with the argument mounted by Habermas (1971) in which the unquestioned assumptions about education and its purposes were widely held in the community.

2.4 The primary school teacher professional qualifications and competence in Tanzania

In Tanzania, graduation from Ordinary level gives entrance to teacher training colleges to obtain the Grade “A” certificate for teaching in primary schools. According to Brownell et al. (2005) teachers need specific competencies for the advancement of their knowledge and skills, among others.

A shift to learner-centred methods in primary education makes the individual child the focus of a more participatory and interactive classroom practice. Teachers are expected to recognize and adapt to the prior knowledge and understanding of the individual pupil, to employ new teaching techniques that stimulate group discussions, debate, drama, etc. in order to foster conceptual understanding, critical thinking, and problem-solving skills. The introduction of these participatory methods to replace traditional lecture and “talk and chalk” methods promises a great step forward, especially in addressing the new kinds of subject knowledge. However, the actual situation in the classrooms where unqualified teachers work is far from

facilitative for child-centred teaching techniques which has resulted into lower learning achievement on the part of the students.

The provision of primary education in Tanzania has seen two initiatives for Universal Primary Education (UPE) in 1974 and in 2002. The introduction of UPE in 1974 created an enormous increase in enrolment and a serious shortage of primary teachers. In order to meet this large demand for teachers, those Standard 7 primary school leavers who chose to train as teachers were given either a two-year teacher education course and assigned as Grade C teachers, or they received a three-year course with a combination of secondary and teacher education before being assigned as Grade B primary teachers. These alternative routes to the primary teaching profession remained in practice until 1996. Some primary school teachers did not go to any college but were trained through distance education or weekend courses.

The current mainstream route to teaching starts after four years of secondary education and graduation at Ordinary level and is provided by teacher training colleges in a two-year course, leading to the Grade “A” certificate. The first year is mainly residential; the second year has an in-service character, because students are already working as teachers in primary schools. In 1996, the Tanzanian government started a course with the intention to upgrade 55,000 Grades B and C teachers who were “Standard 7 leavers” to the Grade “A” teaching certificate. In that programme, teachers were supposed to prepare for and take the regular Ordinary level secondary school examination, then continue with courses in order to obtain the Grade “A” certificate.

The renewed introduction of Universal Primary Education in 2002 and the failure of the previous upgrading programme was the immediate reason for the MUKA programme (Mafunzo ya Ualimu Kazini Kufikia Daraja 'A'), the "Upgrading Programme for Grade B and C Teachers to Grade A". MUKA was a distance education programme parallel to the regular Grade "A" teaching certificate programme provided by the teacher training colleges. It consists of three important elements: face-to-face sessions, course materials in modules for self-study, and support from tutors in the classroom. The aim of the MUKA programme was to improve the quality of teaching in primary schools. When the programme started in 2003, teachers with Grades B and C constituted about half the teaching force, so there were more than 50,000 teachers eligible for the programme. After passing the MUKA examination, the graduates become equivalent to the Grade "A" teacher, with salaries (and retirement pay) increased to that level. Teachers have improved career possibilities with a Grade "A" certificate. The government of Tanzania had set Grade "A" certification as a minimum standard for teaching in primary schools.

Grade IIIA teachers must have a minimum of four years of secondary schooling and at least a Grade 3 pass in the national school certificate examination. However, over the years, these minimum education requirements have frequently been ignored and, in 2003, many school leavers were still being recruited with Grade 4 passes. Up until 2002, pre-service primary school teacher trainees spent two years at the TTCs. This has now been changed to a 1+1 system where trainees spend only one year attending college (Bennell & Mukyanuzi, 2005). During the second year, trainees are posted to

fill substantive teaching positions in schools and undertake supervised on the job training.

2.5 Level and duration of teacher education programs.

In this context, teacher education program refers to a plan of study lasting over a specified period which leads to a degree, diploma or certificate (TCU, 2004). In other words, a teacher education program is a structure and content for educating teachers at a certain level, which comprises a defined curriculum and courses related to academic and professional components that are taught by a teacher education institution over a specified period of time.

One of the conditions of enhancing quality of education as suggested by for instance, Townsend and Bates (2007) is that programs of teacher education in general should be university-based. The global trend towards enhancing quality for a long time has been to make a bachelor degree the minimal level teacher qualification (Gimmestad & Hall, 1995).

In support of the argument of making teacher education university-based, Ng'wandu (2006) further argues that one of the functions of university institutions is to generate knowledge and train highly educated and skilled manpower for society. In this respect it can be claimed that a university-based teacher education is a viable means of enhancing quality as it is expected to educate and produce highly educated and skilled teachers.

This point of view is in line with Harisen, Rosengren and Stople (1996), who assert that the process of universitization of teacher education, for instance in Finland, has led to high expectations of improved quality and raised the status of schools and teaching. Teacher education in Finland is a university –based program and it has been incorporated into the university system since the 1970s (Eklund, 2010; Sihvonen & Niemi, 2006). Making teacher education a university based program means making educational science and research important aspects in the programs of teacher education (Eklund, 2010).

The duration of a teacher education programs and its time on task is also considered crucial for qualifying quality teachers. In contrast, inadequate time seems to be a problem for teacher education programs (Darling-Hammond et al, 2005). In Tanzania, for example as a strategy to produce a large number of teachers, teacher education programs were restructured to meet the goals stated in primary and secondary education development programmes.

In teacher education programs for the certificate for primary education and diploma in education, the duration for college-based components was reduced. Instead of studying for two years at the college and attending a located period of teaching practice, students' teachers had to stay one year at college and one year at school for teaching practice. It is further noted that financial and professional support for student teachers during their placement at school has been inadequate and such practices are detrimental to quality enhancement (Mushi & Penny, 2003).

For the same reasons the duration of bachelor degree programs in Tanzania has been reduced from four years to three years (Babyegeya, 2006; Wedgwood, 2007). Parallel to the reduction of the duration for conventional programs, a crash program approach for initial teacher preparation was introduced (Wedgwood, 2007). The crash program approach for initial teacher preparation was a strategy adopted in Tanzania for providing short training for secondary school leavers with the potential to qualify for teacher education programs and recruit them into the teaching profession under the title of 'licensed teachers'. The approach focused on exposing the prospective teachers to only the basic lasted for a period of nearly one and half to two months.

One of the goals of PEDP and SEDP as stated in relevant documents, focused on enhancing both the quantity and quality of the teaching force (MOEC, 2008; Ishumi, Lihamba & Mtaki, 2005; URT, 2006). In contrast, the adopted approach to achieve this goal seems to be questionable in terms of the ambition to enhance the quality of teachers. Crash programs have a tendency to eliminate or undermine some of the educating activities that student teachers are expected to do or practice. Ishumi (2010) observes that the duration of programs that qualify teachers in Tanzania is the one of the challenges that needs serious attention for the purpose of quality education enhancement.

2.6 The two-tie system of teacher education.

The system of teacher education is established depending on the context in which it operates and functions. Usually is designed to meet the needs of a particular school system (Kansanen, 2006). Since the 1970s, Tanzania has developed a two-tie system

of teacher education. On one side of the system there are teachers' colleges which prepare primary and lower secondary school teachers. On the other side of the system, there are universities and university colleges of education which train graduate teachers who qualify to teach at all levels of secondary schools and teacher colleges (Babyegeya, 2006; URT, 1995). The latter also prepare highly educated professionals for the educational sector (Ng'wangu, 2006), including teacher educators who teach at university education departments.

The concept of 'two-tie system' has two meanings. The first one refers to the two sub-systems of teacher education mentioned above: college and university-based systems (Babyegeya, 2006), it means the routes in which teachers are qualified and developed through pre-service and in-service education. The second meaning refers to a mode of educating teachers in which two phases of equal duration are established: institutional-based studies and school-based practice (Meena, 2009).

In the former, student teachers are placed in a college where they learn most of the theory part of the program, and in the latter they are placed in schools where they do teaching practice (Mushi, Penny, Sumra, Mhina & Barasa, 2004). This mode of educating teachers is usually adopted as an intervention to cover the shortage of teachers in schools; and most of the time it is criticized when quality is considered (Komb, 2010; Mosha, 2004). However, both meanings of the two-tie system are adopted. My main focus is on the first meaning, i.e. the two routes of teacher education.

For political and administrative reasons the government structures, the two routes of teacher education, college-based teacher education and university-based teacher education, sometimes have been operating under different ministries. The former has been under the Ministry of Education and Culture and later under the Ministry of Science Technology and Higher Education (Babyegeya, 2006; URT, 1995) .In 2005, political changes were made. As a consequence, all matters related to education were shifted and integrated into only one ministry: the Ministry of Education and vocational Training (Ishumi, Lihamba and Mtaki 2005).

This movement was interpreted by teacher education professionals as an opportunity for enhancing quality through cooperation and partnerships between the two routes, which were thought to be easily established. However; the reality indicates that this expectation did not materialize (Meena, 2009).Galabawa and Agu (2001) underline the need for teachers as actors and practitioners in the field of teacher education to co-operate and share ideas, experiences and challenges they face in order to improve the quality of their teaching. They further emphasize the importance of teacher educational institutional management to reinforce the culture of co-operation for mutual benefits of individuals and institutions. It is through exchange of experiences from different teacher training programs that one can explore the possibilities of solving quality problems in the field of teacher education.

2.7 Why is the quality of teacher education a focal point of the current situation of Tanzania education system?

In Tanzania, the quality of teacher education has become a problem of major concern because of its falling standard in different areas and aspects as result, it has become one of the most important agendas in many academic, political and other social forums (Mhando,2012; Ranjani,Scholl&Zombwe,2007; Haki Elimu,2008).

It should be noted, however, that in spite of the fact that almost every part of the world faces certain problems in teacher education (Hallinan&Khmeikov, 2001, Townsend&Bates, 2007); the nature, type and magnitude of these problems vary. Scholars identify common problem that face teacher education across the world as being low quality, shortage of teachers, inadequate training programs which is the focal point of this current study of the research. Also inadequate funding, political interference, difficult working environment and inadequate teaching and learning facilities (Perraton, Creed and Robinson, 2002; Darling-Hammond et al 2005, Davidson, 2007; Temu 2007; Mhando, 2012).Hence, criticisms directed at teacher education vary from one place to another.

In Tanzania for instance, teacher education is widely accused for low learning, and not performing appropriately in enhancing quality teaching(Mhando,2012;Mosha,2012).It seems to use student learning outcomes as a measure of ‘good teaching and basis for measuring teacher quality, as good teaching and learning outcomes certainly are related(Ingvarson&Rowe,2008;Mosha,2004,Temu,2007;HakiElimu,2005;Rajan&Samra,2003;Davidson ,2005;Komba,2010) concludes that there is widespread concern

about low quality of teacher education as teachers lack the necessary competencies needed for effective performance of their work.

According to Nyirenda (2013) there are several challenges facing Tanzania in the implementation of the Big Results Now (BRN). One of the main challenges in the education sector was to recognize that although the enrolment rate has increased tremendously, the quality of education has dropped significantly, especially poor examination results in primary and secondary education. Other challenges include inadequate teachers, teachers' content and pedagogy competence; and curriculum preparations processes, among others. Since teachers are the single most important education resource, the shortages of trained and competent teachers pose a major barrier to achieving EFA goals in most of African countries (This Day Reporter & Agencies, 2010).

2.8 Teacher training programs and competences in developed countries

In training of teachers, the most common mix among the OECD countries includes courses in subject-matter (content knowledge), in teaching techniques (pedagogical knowledge), and practical school experience. In terms of lengths, in most of the OECD countries, 3 years for primary school teachers, 4 years for secondary school teachers are used for pre-service training. In some countries such as, France, Germany and Spain, the central education authorities (state Agencies) are responsible for providing teacher education. In other countries such as the United Kingdom, the United States and Australia the providers are both the public and private sector are responsible (Musset, 2010).

Teacher education may be organized in various ways, but usually includes a general and a professional component. The general component refers to general education courses and mastery of the subject(s) that candidates will teach when qualified. The professional part provides prospective teachers with both the theoretical and practical skills needed for teaching and includes in-class placements. Two main models of initial teacher education can be distinguished depending on the way in which these two components are combined. The professional component may be provided either at the same time as the general component (the concurrent model) or after it (the consecutive model).

This means that in the concurrent model, students are involved in specific teacher education right from the start of their tertiary education programme, whereas in the consecutive model this occurs after or close to the end of their degree. To undertake training in accordance with the concurrent model, the qualifications required are the upper secondary school leaving certificate as well as, in some cases, a certificate of aptitude for tertiary and/or teacher education. In the consecutive model, students who have undertaken tertiary education in a particular field proceed to professional training in a separate phase.

In 2011 with the exception of France and Portugal, almost all European countries, teachers at primary levels of education are trained under the concurrent model. In the United Kingdom (England, Wales, Northern Ireland and Scotland), both the concurrent and the consecutive routes are available. In Germany, Iceland and Turkey, the concurrent model is the only possible route into teaching at all levels of

education whereas in France and Portugal, the only available model is the consecutive one.

It is now acknowledged that quality teaching is fundamental to achieve higher student learning, as it, is the single most important school variable influencing student achievement (OECD, 2005). This is why the most direct and effective way of raising educational quality is to modify teacher education and recruitment, combined with the development of means to improve the knowledge and the pedagogical skills of the teachers that are already in-service (Darling-Hammond, 2005).

The case of United States

Studies indicate that teacher education has an impact on teachers' behaviours and teaching skills plays an important role in changing teachers' methods, and that these changes have a positive impact on students' learning. According to Darling-Hammond (2005) there are clear link between teacher qualifications and student achievements. Evidence indicates that the factor that has the most impact on students' achievement is investments in teachers' knowledge and skills, that is, the education that teachers have benefited of. A study by Wilson, Floden & Ferrini-Mundy, (2003) done in United States indicates that teacher education has positive connection between teachers' preparation in terms of subject-matter and the performances of their students.

Other studies done in the US indicate the linkages between initial teacher education and student achievement (Clotfelte, Ladd, & Vigdor, 2008: Wayne and Youngs

2002). There are variety of preparation paths and licensing with preparation of teachers in USA. Teacher licensing or certification plays an important role in the Teacher Preparation, as requirements may guide teacher preparation coursework, student teaching experiences, teacher effectiveness evaluation, and professional growth for all teachers. While some teacher preparation programs provide training through a more traditional four-year college experience, other programs serve career-switchers, content area experts who want a teaching certification, or recent graduates looking to teach in hard-to-serve areas (Illinois Board of Higher Education, 2002).

However, the competence of public school teachers was questioned in September 2000 when the *Chicago Sun-Times* published a series of articles documenting that many teachers had failed the basic skills test or content-related certification tests required before a standard teaching certificate is issued. The issue was raised in the *Chicago Sun-Times* on September 6, 2001, beneath a bold headline stating, “5,243 Illinois teachers failed key exams,” The *Sun-Times* began a series of articles that examined the record of teachers taking two pre-certification tests – the Illinois Test of Basic Skills and one of 53 subject-matter exams given to prospective teachers in the fields in which they plan to teach. The articles equated a high failure rate (or the need to take the tests multiple times before passing) with classroom incompetence. The newspaper also noted the importance of able teachers, and quoted national experts on the link between quality of teachers and performance of students. According to Darling-Hammond (1999) fully licensed teachers consistently produce significantly stronger student achievement gains than do unlicensed teachers.

The Case of Finland

In Finland, teaching is consistently the most admired profession in regular opinion polls of high school graduates (Sahlberg, 2010). The reasons are two: high-quality teacher preparation programs that are intellectually on par with those for other professions, and working conditions in schools that allow teachers wide-ranging professional autonomy. Becoming a primary school teacher in Finland is a very competitive process, and only Finland's best and brightest are able to fulfil those professional dreams. All teachers hold master's degrees. Primary school .Successful completion of a master's degree in teaching (including the bachelor's degree) generally takes from five to seven and-a-half years (Ministry of Education, 2007).Finnish teacher preparation programs encourage teachers to be creative educators, responding to individual student needs and interests.

Teachers are responsible for designing as well as teaching the curriculum, for assessing student progress, and for school improvement.

High respect with which teachers are held and the considerable professional autonomy they enjoy accounts for the popularity of teaching as a profession (Asia Society, 2012). The minimum qualification for teaching at pre-primary level is, in most countries, a tertiary education degree at bachelor level, which lasts three to four years (Eurydice Network, 2013). The compulsory minimum length of initial teacher education in Finland is expressed in years. In some countries, the amount of time in initial teacher education to be devoted to specifically professional training may be decided by the individual institution.

The case of Norway

In Norway there are other common pathways, including a five-year concurrent teacher education programme at master's level. The time spent on professional training is the same. Admission to initial teacher education is subject to certain conditions in all countries. Admissions criteria and selection methods vary, however, in both content and number; they may be decided either at institutional level or at the level of the education authority. In some countries, responsibilities are shared between the two, so both levels may participate in taking decisions in this area (Eurydice Network, 2013).

The main prerequisite necessary in European countries is holding the final upper secondary examination certificate. For access to masters' programs, the performance at bachelor level is taken into account in fourteen countries where three or more criteria govern selection. Overall, admission to initial teacher education seems to be governed by the general entrance requirements for entry to tertiary education rather than by specific selection criteria for teacher education.

Only a third of all European countries have specific selection methods for admission to initial teacher education in place, such as satisfactory performance in a specific aptitude test or interviews in which candidates are asked about their motivations to become teachers. Although general admission requirements are determined at education authority level, institutions have some discretion with respect to their implementation (Eurydice Network, 2013).

The case of Germany

Teachers have to complete a major in two or more subject areas plus pedagogy for secondary teaching; a major in one subject area plus pedagogy for elementary. New teachers must complete two years of student teaching and complete a second examination on teaching ability and classroom performance. New teachers have a reduced class schedule, participate in observation and assisted teaching opportunities, and receive regular professional development.

More comprehensive assessments of teacher knowledge and performance are needed for teacher licensing. Foundations and the federal government should invest in the development of assessment instruments to strengthen state licensing. The teacher training programme took two years and involved two stages, one more structured and intensive in the first year and another more flexible and extended in the second year. During the first stage, the piloting of the pedagogic practice to be implemented by teachers took place in the classroom context of a science teaching unit. In the second stage, the teachers implemented, in two science teaching units (State changes and Experiments with air), the pedagogic practice previously piloted. The first unit was implemented in the beginning of the year and the second at the end of the year.

2.9 Teacher training programs and competences in Sub-Saharan Africa (SSA)

The duration of teacher training courses in SSA ranged from one year to three years, but the three-year courses normally included one or two years based at a school. Liberia also had a very short 12-week course, but this was a short-term measure in

response to an emergency situation. In four of the countries, the course was divided, with some years of college based instruction and other years of full-time school-based work. In The Gambia, the teacher training course takes three years, with one year of full-time training on campus, followed by two years of full-time work in a school, while completing coursework. Lesotho had the longest period of full-time campus-based study, with a three-year campus-based diploma course.

In other cases teacher training had been shortened in response to emergency teacher shortages, resulting either from conflict as in the case of Eritrea and Liberia or the rapid expansion of enrolment as in the case of Tanzania and Malawi. In Malawi, a two-year pre-service course was abolished with the introduction of MIITEP (Malawi Integrated In-Service Teacher Education Programme) which in 2004 was closed and replaced with a new two-year pre-service certificate, based on one year on campus and one year of school-based study. In Eritrea, when there was an acute shortage of teachers in the early 1990s, a short course of a few months' duration was provided which was later replaced with a one-year certificate course. In Liberia, the same trend was apparent, as the 12-week emergency course was being replaced by a one-year course. This suggests that the ability to require minimum competence levels in key subjects was constrained by not only the limited number of qualified applicants but also the time taken to complete the course.

Teacher education is a process through which prospective and in-service teachers are enabled to acquire knowledge, attitudes, behaviours, and skills they require to perform their teaching tasks effectively in the classroom. The attainment of quality

education depends on, among other factors, the process of preparing teachers in teachers' colleges and Universities. It is assumed that teacher education can make a difference to teachers' pedagogical knowledge and skills, which are in turn, reflected in students' learning outcomes (Dembele & Lefoka, 2007 as cited in Bhalalusesa et al, 2011). Strong teacher education programs pave the way for quality education. To do this, teacher education needs a large number of activities including enabling teachers to develop their pupils' potentials, to serve as a role model, to help transform education and the society in general and more important, to encourage self-confidence and creativity (UNESCO, 2002). However, the way in which teacher education in Tanzania addresses these issues for quality education has faced some challenges.

Initial training of teachers is a crucial process in educating competent teachers. This training lays a foundation for future professional development. In the Teachers Colleges, two pre-service programmes are offered, i.e. Grade "A" Teaching Certificate courses and Diploma in Secondary Education (URT, 2001). The duration for the two programmes is two years, during which, pre-service teachers are expected to become competent in teaching subjects in primary and secondary schools (Bhalalusesa et al, 2011).

During the two years, pre-service teachers at both programmes are facilitated with the academic and professional contents. The academic component intends to equip and improve the content knowledge of their teaching subjects like geography, English, mathematics, physics, etc. The professional component prepares them for

the pedagogical skills they need for teaching and foundation knowledge in principles of psychology, research etc. (URT, 2001). It is unfortunate that there is inadequate linkage between the professional and the academic subjects. This lends all subjects to appear disjointed, thus reducing efficiency in the teacher education.

The teaching process during the two year academic period is divided into two sessions, i.e. the theoretical session which is run by taught sessions in the classroom and field Block Teaching Practice (BTP) which, in my experience, last for 5-7 weeks conducted once each year. It is worth to note here that syllabi for teacher education are content laden and very demanding as compared to the time required to complete. The framework for the two teacher education programmes i.e. Diploma in secondary education and Grade “A” teaching certificate courses have suggested the time required for covering specific courses. The reality on the ground is that this time is not enough to complete the content as reflected in the syllabus. Thus, this time is not enough.

This has challenged teachers and compelled them to teach much theory so as to complete what is expected in the initial teacher education curriculum and examination (Bhalalusesa et al, 2011). As a result theoretical teaching has tended to dominate the practices. The teaching process has been reduced to production of facts than actually enabling pre-service teachers acquire practical skills in teaching. To some extent this experience has resulted into producing ill-prepared pre-service teachers to meet the needs of their students (Lau, 2004). The common methods of

teaching which favour the underlying conditions include lecture (as a major method) and a little of classroom discussion.

As a result in some cases as Bhalalusesa et al (2011) points out, student teachers are left largely on their own to accumulate teaching survival skills. This has reduced the efficiency of the activity. It is for situations like this that interventional strategies are required through which teachers will acquire appropriate skills they miss during initial training. Thus, as stated in the Tanzania Education and training policy, in-service training and retraining is compulsory in order to ensure quality education (URT, 1995).

There are many different modes of teacher education. Simplifying a complex reality there are four main pathways to becoming a qualified teacher that can be found in different parts of the developing world (Lewin 1999). These are the full-time certificate/diploma/undergraduate college-based training in purpose-built institutions lasting for 1 to 4 years (with or without subsequent internships or probationary years).entry includes Junior or senior secondary school leavers with or without experience and the curriculum include Subject upgrading, subject methods, professional studies; full-time postgraduate training in higher education institutions subsequent to degree level award; in-Service PRESET systems with varied amounts of in College and in school study and practice; and direct entry into teaching without training often with some form of subsequent certification related to experience and course attendance.

Pre service teacher education has a range of goals and components that appear in most programmes (Stuart 1999, Lewin and Stuart 2003). These are subject content-knowledge and understanding of school subjects in the primary curriculum; pedagogic content knowledge (often known as methods courses): teaching methods and ways of assessing learning related to specific subject areas and matched to the capabilities of learners; professional Studies/Education Studies: understanding of how children learn and how cognitive, affective, psychomotor, and social development take place, knowledge and skill in classroom management and pastoral care, craft knowledge of effective techniques to promote learning, acquisition of professional identities as a teacher, awareness of relevant educational history, psychology, sociology, philosophy, legislation, responsibilities etc; and finally, teaching Practice/Practicum: in school and in college opportunities to practice teaching under supervision with support from experienced mentor teachers.

2.10 Challenges towards the Preparation of Teachers for Quality Education

The process of preparing teachers, especially quality teacher, for quality education, is very complex. This means that the process requires commitment, care, and dedication among teacher educators and adequate support from responsible educational stakeholders including the Ministry of Education and Vocational Training. There are a number of challenges experienced in the process which hinder effective and efficient preparation of teachers. According to Lukanga, (2013) and Bhalalusesa et al (2011) challenges which are commonly experienced by teacher educators and the pre-service teachers alike include the fact that the content for the

teacher education curriculum versus the time to complete it, as it was earlier hinted. The curriculum content for teacher education is very wide.

Armstrong (2006) defines management performance a systematic process of improving organizational performance by developing the performance of individuals and terms. Performance management seeks to coach, guide, motivate and reward individuals, and therefore unleash their potentials to improve the organizational performance. Babyegeya (2007) contrasts the two approaches in the context of Tanzania and advocates for performance management which is a transparent forward-looking approach. The assumptions behind such approach is to get better results by understanding and managing performance within agreed framework of goals standards and competence requirements.

2.11 Conceptual Framework for the Study

The conceptual framework for this study shows the relationship between independent variables that include the policy content and pre-service teacher training modalities, and the dependent variables that include the effect on the job performance, competence and professional ethics. The intermediary variables include the skills acquired through pre-service training courses in any recognised educational institutions. The independent variables in the framework show clearly that the policy content and pre-service teacher training modalities have influenced the quality and competence of grade IIIA teachers in Tanzania.

According to URT (1995) the minimum qualifications for primary school teachers will be Grade IIIA. There have been various reforms in teachers training courses that have formulated various modalities. During PEDP implementation for example, 1+1 grade IIIA modality was established where trainees were required to spend one year on campus training and the rest of the year on school based training. Some educators, teachers and stakeholders raised their concerns on the possibility of this modality to create poor quality of grade IIIA teachers in Tanzania (Bhalalusesa et al, 2011: Nyirenda, 2013).

The second variable in the framework is comprised of the intermediary variables which include the skills and knowledge acquired through pre-service training courses. It also involves the time used to cover the teacher training courses.

According to Stuart (1999) and Lewin and Stuart (2003) pre service teacher education curricula identify common components that appear in most programmes. These include subject content- knowledge and understanding of school subjects in the primary curriculum; secondly, pedagogic content knowledge; thirdly, professional Studies/Education Studies: understanding of how children learn and how cognitive, affective, psychomotor, teaching practice/practicum: in school and in college opportunities to practice teaching under supervision.

It is argued that the quality of grade IIIA teachers is determined by these skills and the time spent to cover theses contents. Assumption is that the more time is allocated

for the training, the more competent are the teachers and the better are the job performance.

The link between the independent variables and intermediary variables are assumed to have impact on the outcome which is measured in terms of teachers' job performance, competency and professional ethics (See figure 1). The study assumes that the more Grade IIIA teachers are trained to cover all the necessary contents the better is their job performance and competency.

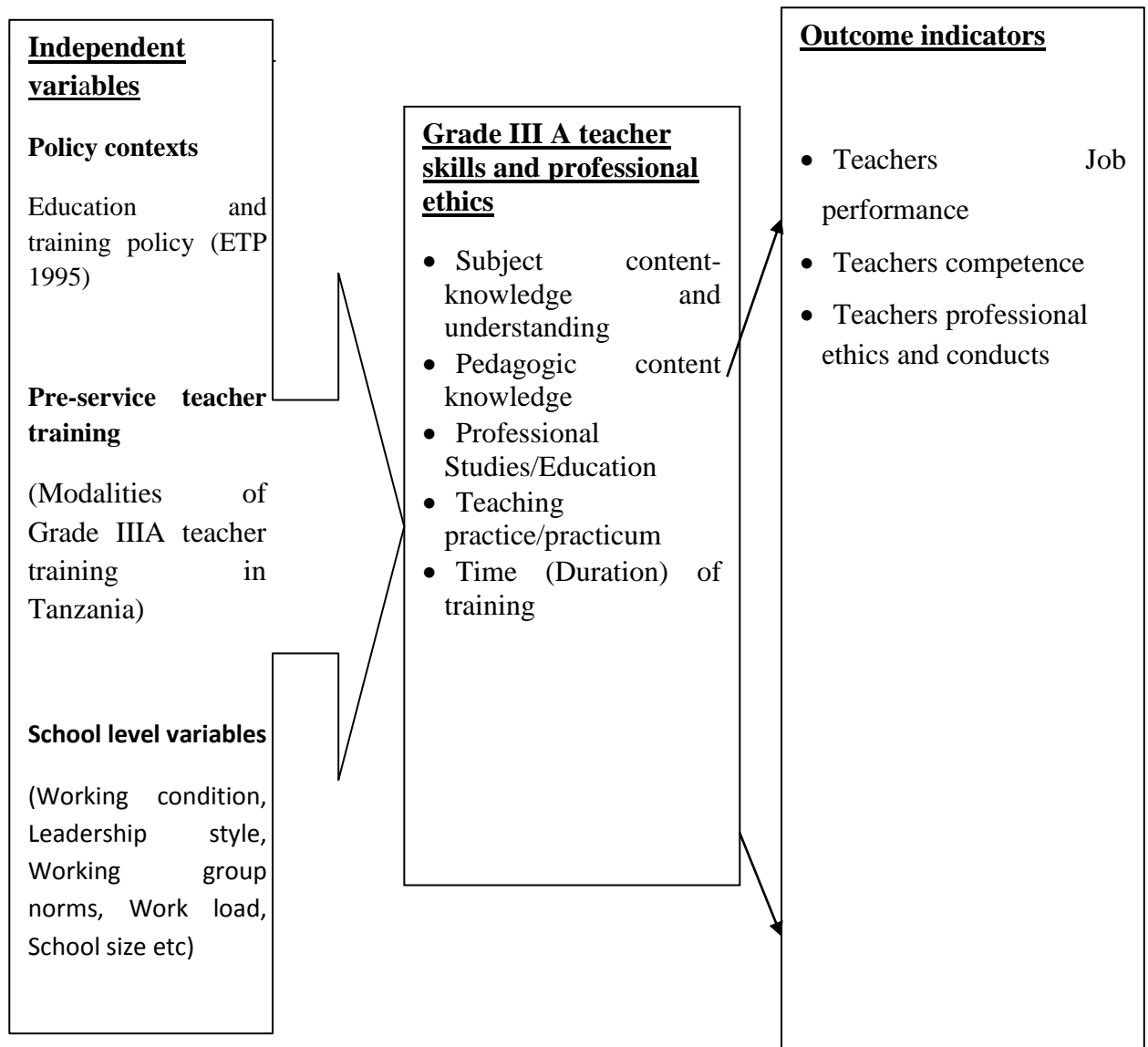


Figure I: Conceptual Framework of work performance, competency and professional ethics of Grade IIIA teachers.

Sources: Insights from URT (1995): Bhalalusesa et al (2011)

2.12 Synthesis

In this chapter, the study indicates different experiences in teacher training from both developed and developing countries including Tanzania. For example Lewin and Stuart (2003), Darling Hammond (1999), Bhalalusesa et al 2011, Nyirenda (2013), Lewin (1999) and Lau (2004).

2.13 Research gap

These studies have indicated several weaknesses in both sides in terms of producing poorly qualified teachers for primary education. These studies however have only focused on explaining the importance and design of the pre-service teacher training across the globe and less on whether there is any difference and relationship between the duration in the training and teachers job performance and competency especially in the context of Tanzania where primary school curriculum keep on changing more frequently than teachers can afford it.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter entails description of research methodology which will be employed in this study. Research methodology refers to the detailed procedures to be followed to realize the research objectives (Oso and Onen, 2008). Commonly, it entails description of issues relating to the research approaches, research design, geographical setting of the study, sampling techniques, and research instrumentation and validation of research instruments. In addition, the ethical considerations, data analysis and Summary of chapter are presented.

3.2 Research approach

There are mainly two research approaches, quantitative and qualitative paradigms (Opie, 2007). This study employed research attributes from qualitative paradigm. This is much more on the qualities based on the respondents' subjective views and opinions about teachers work performance and competencies based on duration of their course training. In qualitative paradigm the researcher is interested in theory generation and the design is flexible. The researcher is a part and parcel of the study giving relationship between the researcher and his or her informants.

Neuman (2006) argues that the purpose of conducting research by using an interpretive paradigm is to be able to understand how people construct meaning in a natural setting through direct detailed observation by the researcher in the field. Humans are conscious beings and their consciousness shapes their reality.

3.3 Research Design

A suitable research design for data collection and analysis for this study was a case study design which was suitable to assess and examine the duration of Teacher Training, Primary School Teacher Competency, Work Performance and professional ethics in Nyamagana Municipality.

3.4 Area of the Study

Nyamagana Municipal in Mwanza was purposefully selected due to the presence of many primary schools with differing qualification status possibly for researcher to collect adequate and relevant data on the study topic. In addition, in the years 2010 and 2011 PSLE performance rates in the Nyamagana municipal were found to be bad (URT, 2012). The schools are generally found to have serious crisis in ethical conduct of teachers.

3.5 Targeted Population

Opie (2007) maintains that a population is the entire cohort of subjects that a researcher is interested in. It is from this population, that the researcher chooses the representative sample for the study. For the purpose of this study, the populations will involve were all primary school teachers in Nyamagana, Head teachers (HT), school inspectors and District Education Officers (DEO) in Nyamagana municipal in Mwanza region.

3.6 Sample and sampling procedures

3.6.1 Sample size

The sample represents the actual characteristics of the whole population involved in the study (Cohen et al, 2000). With respect to the sample size, five categories of people will be involved in the study namely, one District Education Officers (DEOs), 2 school inspectors, 5 primary school Head Teachers (HTs), 91 primary school teachers. The researcher also collected data of the standard seven final examinations results from documents especially teachers' preparation log books. The targeted population was limited to just a small sample size so as to enable the researcher to effectively work on it with the available resources as it can be seen in Table 3.1.

Table 3.1: Composition of Population Sample Size

S/N	Category	Targeted number of respondents	Available number of respondents
1	Head teachers	05	05
2	District education officer	01	01
3	Primary school teachers	100	93
4	School inspectors	02	02
	Total	108	101(93.5%)

Source: Field data, April 2014

3.6.2 Sampling Techniques

This is a procedure used to select people, places or things to study in the target area. It is a process of selecting a subgroup from a larger population with elements necessary for the study (Kombo and Tromp, 2006). This study will employ non-

probability sampling. A purposive sampling procedure will be employed to select schools, a sample for one DEO, five Head teachers, two school inspectors and 100 teachers based on specific criteria that are administrative positions and commands. Teachers are selected based on their professional qualifications (Grade IIIA) based on their training modality.

3.7 Sources of Data

3.7.1 Primary source of data

Primary sources of data are items original to the problem under the study. Such data have a direct physical relationship with the events being reconstructed (Cohen, et al, 2000). In this study, primary data involved the first hand information obtained by using the following research methods: an interview was employed to District education officer, education inspectors, head teachers and focused group discussion with the classroom teachers. These sources of data are important in this study as they provided sound information on the proper modality of the duration of grade IIIA teachers training in Tanzania.

3.7.2 Secondary source of data

These are sources that do not bear a direct physical relationship to the issue under the study as they provide data that can not be presented as original (Leedy and Ormrod, 2001). In this study secondary source of data include PSLE results, teachers lesson plans and schemes of work which both of them found in the head teachers office in the log books.

3.8 Data Collection Methods

For the purpose of this study, interview, focused group discussions (FGDs) and documents were used for data generation or data collection.

3.8.1 Interview

Interview is a scheduled set of questions administered through verbal communication in a face to face relationship between a researcher and the respondents (Kothari, 2004). The semi- structured interview schedule was used to tape information from the District Education Officers (DEO), school inspectors and head teachers. This schedule was selected by the researcher because it provided a greater chance for the researcher to be able to probe and expand the interviewee's responses again and again. The interview is schedule specifically to tape qualitative data. The interview took 45 minutes for each session with nine major open-ended questions. The researcher noted down in the note book all the important information provided by the informant for further processing and analysis.

3.8.2 Focused Group discussions (FGDs)

These were held with primary school teachers to obtain their perceptions on the influence of training duration on teachers' performance. The groups involved between 8 and 10 persons, who were randomly selected based on their duration of training in their initial grade IIIA teacher training. To guide the focus group discussion, a predetermined list of unstructured questions was prepared. According to Kombo and Tromp (2006), focus group discussions can produce a lot of

information quickly and are good for identifying and exploring the beliefs, ideas or opinions of a community or institution.

3.8.3 Documentary review

This method will be applied because it enables the researcher to collect information from the documents particularly teachers' lesson plans (log books). These documents will help the researcher to collect data on lesson plans and notes for teaching and inspectorate reports and the head teachers log books on teachers' performance records. The information collected was collected using relevant research instruments as it is recommended that to rely exclusively on what an investigator can personally observe or interview is to neglect the richness of the existing documentary source (Medge, 1983). Therefore, reality in this study is considered to be subjective. Therefore the main data collection methods will include interview, focused group discussions and documentary review.

3.9 Data processing and analysis

Data analysis in this study will involve qualitative analysis where the data will be subjected to content analysis in which systematic procedure is designed to examine and analyze the recorded information based on relevant themes and categories (Silverman, 2001). This allows the researcher to categorize, synthesize, search for patterns and interpret the data that have been collected (Miles and Hubberman, 1994). Qualitative information, particularly those related to feelings and opinions of people were recorded in semi-structured interviews. The data from the documentary sources and interpretation will be done systematically by summarizing the contents.

3.10 Ethical considerations

This study will take into consideration all ethical issues in its conduct including; first, the informed consent of the respondents before they are involved in the study and providing information without any forceful mechanism from the researcher. Second, the researcher will observe the right of the respondents to privacy and confidentiality of the information they provide. The researcher will ensure that neither the names nor personal identities are associated with the information they provide. Finally, researcher will seek a letter of permission from all relevant authorities including the Open University authorities, regional and district education and school authorities.

3.11 Validation of the Research Instruments

Validity refer to the degree to which a method, a test or a research tool actually measures what is supposed to measure while reliability entails the extent to which a test, a method or a tool gives consistent results across a range of settings and if used by a range of researchers (Wellington, 2000). To ensure validity and reliability of the research instruments for this study, the researcher will pilot the questionnaires to collect data from primary school teachers and pupils, so as to test their validity and reliability. The pilot study will be done at one Primary School in Nyamagana municipal that will not be involved in the real study. The results from the pilot study will help the researcher to identify and clear out the ambiguities and make corrections in order to improve the questionnaires and interview schedules.

In addition, validity of the instruments will be assessed through discussion with other members of the Open University, faculty of Education such as lecturers, research

supervisor and fellow students of Masters Education programme. This will help to clear all inconsistencies and ambiguities in order to establish the face, content and construct validity.

CHAPTER FOUR

4.0 PRESENTATION, ANALYSIS AND DISCUSSIONS OF FINDINGS

4.1 Introduction

This chapter presents the results and discussion of findings through semi-structured interviews, focused group discussions and documents review which were conducted to primary school teachers, primary school head teachers, primary school Education District Education Officer (DEO) and District chief school inspector. The main objective of the study was to assess the impact of the duration of pre-service training on teachers work performance and teaching competences they demonstrate in Nyamagana Municipality. Specifically the data was presented according to the specific objectives of the study: to examine the influence of the time duration of pre-service training on teaching competences developed by teachers and how influence their work performance; to assess the classroom management strategies demonstrated by grade 'A' teachers of one year training against those of two years; and to examine the adherence of professional ethics for primary school teachers who attended one year of training and those of two years of training.

4.2 The duration of Pre-services training and how it enhances teaching competences.

The first objective was to examine the influence of the time duration of pre-service training on teaching Competencies developed by teachers and this influence their work performance. The responses were collected from the primary school teachers, head teachers and school inspectors through the questionnaires and interviews methods. The responses were collected and summarised in Table 4.1

Table 4.1: Grade IIIA Teachers by time for training duration

Schools	Grade IIIA Teachers by time for training duration				Total
	One-year training duration		Two-year training duration		
	Male	Females	Male	Females	
School A	02	04	06	08	20
School B	03	03	05	06	17
School C	04	02	06	07	19
School D	02	02	07	07	18
School E	03	02	06	08	19
Total	14	13	30	36	93

Source: Field data, April 2014

Data in Table 4.1 shows the total number of primary teachers who were included in the study from five sampled schools. A total of 27 Grade IIIA teachers were trained through one year training duration compared with 66 Grade IIIA teachers who were trained through a traditional system of two years training duration.

During interviews and focused group discussions, the primary school teachers, head teachers and school inspectors were asked to comment on the performance of Grade IIIA Teachers based on their time for training duration. The researcher received varied responses from informants. The responses from the majority of the teachers 67 (72.0%) said that the teachers who attended two years of Pre-service training had

more experience in both preparing scheme of work, lesson plans, lesson notes and classroom teaching. The respondents gave a reason that these teachers had opportunity to attend Block Teaching Practice (BTP) twice and they were inspected (assessed) into two different Sessions by different inspectors. The BTP helped them to influence their practical part of their training and has promoted their work performance. Moreover, they added that, during their training they were taught both academic and Methodologies which helped them to acquire new skills and methods of teaching. Also they said that, they were taught all the subjects which were taught at primary schools, where there was no specialisation of subjects. To emphasize this argument, one of the respondents was quoted as saying;

In my school it took several years for teachers trained under one- year duration system to cope with the school routine and stabilize in their work. A good number of them could not even prepare their lesson plans well; leave alone their ability to manage classrooms (Head teacher in school- B).

The school inspectors were also asked to comment on the performance of the grade IIIA teachers based on their training duration. They said that there was a clear difference between the Grade IIIA trained with traditional two years and those trained under a one year duration system. The informants added that inspectors had a little bit tough job to provide instructions to these teachers that they used to do to teachers trained through their traditional two years. They said that teachers trained with one-year duration of training were not competent in classroom teaching and

planning their lessons especially in the beginning of their teaching carrier as one of the inspectors commented;

Experience has shown that teachers trained with one-year duration of training are less competent in teaching especially in initial years of their teaching carrier. It is very unfortunate that they even choose subjects to teach and reject others such as mathematics, science and English subjects. Their classroom management is relatively very low.

This may suggest that the quality of training to these teachers was not adequately provided to these teachers. It was learned that some topics in the teacher training syllabuses were probably missed out because of limited time duration set for the coverage of the training. However, the inspectors were also in opinion that after three or more years the teachers would be as experienced as those who were trained under two years of training duration. The differences in the ability and skills of planning their lessons could be observed in the following samples collected from different grade IIIA teachers [see figures 4.1(a) and 4.1(b)].

Source: Field data, April 2014

Evidence from figure 4.1(a) suggests that the teacher was a little bit more skilled in preparing a lesson plan. It was possible for a teacher to even comment on what the success of the lesson and suggest his next plan especially to students who could not do better as per lesson objective. The teacher had stated his lesson objective more

clearly than in a lesson plan from attachment 2, because it has measurable indicators for the teacher to easily evaluate the success of the lesson .

Baada ya kipindi cha dakika 80 mwanafunzi aweze kusoma habari ma kubaini nahau kwenye habari na kutoa maana ya nahau hizo (At the end of the 80 minutes period, a student should be able to read a text in order to identify all idioms and define their meanings [researcher's translation])

The statement for specific objective in the lesson plan from figure 4.1(a) is measurable and can easily evaluated if results at the end. The plan has also relevant comment on student evaluation where the number of students who did it good are mentioned to be 100 out of 112 and how the teacher will handle the remaining students (12 students). This suggests that grade IIIA (a) teachers have adequate skills for planning their lessons and therefore they know exactly what they are supposed to do to influence students learning.

On the contrary a lesson plan from grade IIIA (b) in school A indicates number of weaknesses on a teacher who did it. The teacher could not even identify the specific aim of his lesson or potential teaching aids to suit the lesson. The reference materials were rather poorly identified and described as compared to similar requirement and statements in figure 4.1(b). This can suggest several things including the possibility that the teacher had little or no skills in making proper lesson plans. One can simply note that it is rather difficult for the teacher in figure 4.1 (b) to evaluate students' comprehension of the lesson or topic if statement of specific aim goes like that.

ANDALIO LA SOMO (LESSON PLAN)

Jina la Somo (Subject): _____

TAREHE DATE	DARASA CLASS	KIPINDI PERIOD	MUDA TIME	IDADI YA WANAFUNZI (Number of Pupils)					
				Walioandikishwa (Registered)			Waliohudhuria (Presentees)		
				WAV Boy	WAG Girls	JML Total	WAV Boy	WAG Girls	JML Total
7-02-2014	NNE	PILI	3:20-4:00	32	37	69	28	30	58

UJUZI (COMPETENCE): _____

LENGO KUU (GENERAL AIMS): _____

MADA KUU (MAIN TOPIC): _____

MADA NDOGO (SUB TOPIC): _____

LENGO MAHUSUSI (SPECIAL AIM): _____

ZANA / VIFAA (TEACHING AIDS): _____

REJEA (REFERENCE): _____

MTIRIRIKO WA SOMO (LESSON DEVELOPMENT)

HATUA (STAGE)	MUDA (TIME)	VITENDO VYA UFUNDISHAJI (TEACHING STRATEGIES)	VITENDO VYA UJIFUNZAJI (LEARNING STRATEGIES)	VITENDO VYA UPIMAJI (EVALUATION STRATEGIES)
1. UTANGULIZI (dk____) (INTRODUCTION) (Min____)		Kuamuliza wanafunzi ma- swali	Kujibu kwa ufasaha	
2. UJUZI MPYA (dk____) (PRESENTATION) (Min____)		Kuamfundisha maana ya udo- ngo wa mfunyazi	Kusikiliza	
3. KUIMARISHA MAARIFA STADI NA MATUMIZI (dk____) REINFORCEMENT OF SKILLS (Min____)		Kuendelea kufundisha		
ITAFAKARI (dk____) REVIEW (Min____)		Kumapa ma- zozi	Kufanya mazoezi	
SHO (dk____) EVALUATION (Min____)				

YA WANAFUNZI (dk____) (PUPILS' EVALUATION) (Min____) _____

YA MWALIMU (dk____) (TEACHER'S EVALUATION) (Min____) _____

MARKS: _____

Figure 4.1(b): A Lesson plan prepared by grade IIIA (b) teacher on school 'A'

Source: Field data, April 2014

Moreover, responses from the one-year pre-service training teachers showed that, there was slight difference between two year Pre-service training and one year pre-service training especially in terms of teachers' job performance. The teachers who

attended one year were trained to be conversant with Methodologies of teaching and they were more specialized into subjects both sciences and Arts subjects.

More than three quarters 21(77.7%) of the argued that, attending one Block Teaching Practice (BTP) was not sufficient especially to strengthen their practical part of their carrier since they assessed only once where by problems which were found to them were not corrected. In addition, both teachers attended two years of pre-service training and one year pre-service training encountered the problem of preparing schemes of work, and lesson plans, this is because when they were at the college they were taught the old lesson preparation and when they reported to their working station they faced a new system of preparing lesson plans and schemes of work which is known as 'Paradigm Shift'. Overcrowded classrooms was also a challenge to both, because the course they were trained to teach forty five pupils in the classroom which came reverse.

The same question was interviewed to the Nyamagana district school inspector was contrary to both teachers and District Educational Officer (DEO) and suggested two years of pre-service training teacher were better than one year pre-service training, this was because, one year teachers were those who were taken from different occupations for example Banks, Bar Maid, Accountants who were redundant from their specialization and those who had no work totally.

he teachers who attended one year pre-service training (crash program) are unable to prepare schemes of work, lesson plans, lesson notes because of the time spent in their training was not enough for him/her to understand all the parts of schemes of

works, lesson plans which make them to be in effective teachers comparing to those who attended two years pre-service training.

However, some of the respondents had opinion that pre-service training for one year was not a problem but the problem was the commitment of a person. They gave examples of some grade ‘B’ and ‘C’ teachers who were committed in teaching in spite the fact that their level of education and training was low, but due to commitment they succeeded to teach effectively.

4.3 The grade IIIA teachers training duration affects their performances.

The second research objective was intended to assess the classroom management strategies demonstrated by grade III‘A’ teachers based on their training duration. The purpose of this objective was to examine whether there was a difference in terms of classroom management strategies between the grade ‘A’ teachers of one year training and those of two years of training. Data were collected through the observation and interview methods administered to the school inspectors, and the grade IIIA teachers themselves. Some responses were collected from the documentary analysis and all were summarised in Table 4.2 as follows

Table 4.2: Common classroom management strategies used by grade ‘A’ teachers

Categories of Teachers	Classroom management strategies (Methods)			
	Q and A	Group discussion	Lecture	Other strategies
Grade IIIA Two years of training	12	18	21	15
Grade IIIA One year of training	07	04	11	05

Source: Fied data, April 2014

The study was interested to observe the common classroom management strategies used by the grade IIIA teachers and their competencies. The study revealed that the pre-service grade IIIA teachers used both participatory methods such as questions and answers (Q and A), classroom and group discussion for teaching in the classroom. There were also other teachers who used Lecture strategy in teaching. When they were asked to explain why they used them different responses were provided.

From the Grade IIIA teachers who attended two years of teacher training ,it was observed that there were 12 (18.2%) cases in which teachers used Q and A strategy compared to 18 (27.3%) cases and 21 (31.8%) cases where teachers used group discussion and lecture strategies respectively. There were 15 (22.7%) cases in which teachers used other strategies such as field work, demonstration, guest speaker and role playing. The respondents in this group said that in the traditional two year teacher training they used to be trained in participatory methods. Therefore it was easy for them to teach and manage classrooms using them. They added however that they sometimes used lecture methods especially when they wanted to introduce new topic to the pupils and to some of the subjects like Kiswahili and English additionally guest speaker strategy can be used managing the classroom, because there are some topics which require experts in a certain field example Health, sports and transportation.

The responses from the Grade IIIA teachers who attended one-year of teacher training ,it was observed that there were 7 (25.9%) cases in which teachers used Q

and A strategy compared to 4 (14.8%) cases and 11 (40.7%) cases where teachers used group discussion and lecture strategies respectively. There were 5 (18.5%) cases in which teachers used other strategies such as field work, demonstration, guest speaker and role playing. These responses showed that there was a slight difference in the choice and use of classroom management strategies demonstrated by grade 'A' teachers trained for two years compared to those trained for one year.

Additionally, the researcher wanted to examine the teachers work performance and teaching competencies they demonstrate in classroom management strategies used by grade IIIA teachers. The researcher asked the district primary school inspectors and head teachers to comment and explain on their views about the teaching competencies and work performance between grades IIIA based on their training duration. The responses were recorded and summarised in Table 4.3.

Table 4.3: Respondents' views on teachers' competencies and work performance (N=7)

Categories of teachers	Teachers Competencies and work performance		
	Lesson plan preparation	Competence in the choice and use of teaching methods	Classroom students behavioural management
Grade IIIA (a)	Excellent	Better	Better
Grade IIIA(b)	Better	A little better	Better

Source: Field data, April 2014

Data in Table 4.3 shows the responses from the school inspectors and head teachers on their views based on grade IIIA teacher competencies and work performance.

Grade IIIA (a) includes the teachers who were trained for two years while grade IIIA (b) are those who were trained for one year. The informants were asked to comment based on whether teachers' competencies and work performance were either excellent, better, a little better or not good in aspects of lesson plan preparation and how it matched with their choice and use of classroom management strategies.

The primary schools inspectors and heads of schools provided reliable data on teachers' competencies and work performance because they are responsible for inspection of teachers work at least twice a year and provide a report as a feed back to every school. On the other hand, the head teachers usually make inspection of teachers work and work performance on weekly basis. Both school inspectors and heads of schools were in opinion that grade IIIA (a) were excellent in lesson plan preparation. To explain the reasons and evidence why grade IIIA (a) teachers were excellent in lesson plan preparation, they said that the lesson plans contained all necessary inputs or components necessary to guide the teachers as one of the respondents was quoted as saying

In my school the lessons plans prepared by grade IIIA (a) teachers do better job in almost all aspects than grade IIIA (b) teachers do. Their lesson plans had all necessary components which are also well reflected in their classroom teaching and management strategies they use. But the lesson plans for grade IIIA (b) teachers do not have statements well stated and reflected in their classroom teaching (The head teacher in school C).

One can easily notice from the quotation above that there was an obvious difference between the two groups of Grade IIIA teachers with respect to lesson plan

preparation. It was expected for teachers to prepare lesson with all components and statements well stated and reflected in classroom teaching. The respondents mentioned the important components to be covered in the lesson plans namely the aspects of competency, general aims, main topic, sub-topic, specific aims, teaching aids and references. There are also stages that teachers are expected to go through teaching their lesson (topic). It was stated that some teachers could not provide well stated statements to differentiate statements for general aims and those for specific aims.

The respondents said that this could affect teachers ability to effectively deliver their lessons as one of the informants commented;

We normally in our school inspections observe teachers weaknesses in provide clear statements of general aims and statement of specific objective. In brief, specific objective needs to be more precise and clear to be able to be measurable. Most mistakes are observed in grade IIIA teachers who had short period of training and those with short period of work experience. We have taken our position several times to correct them and write reports and recommendations to both schools leaderships and DEOs office for further reactions (Primary school chief inspector).

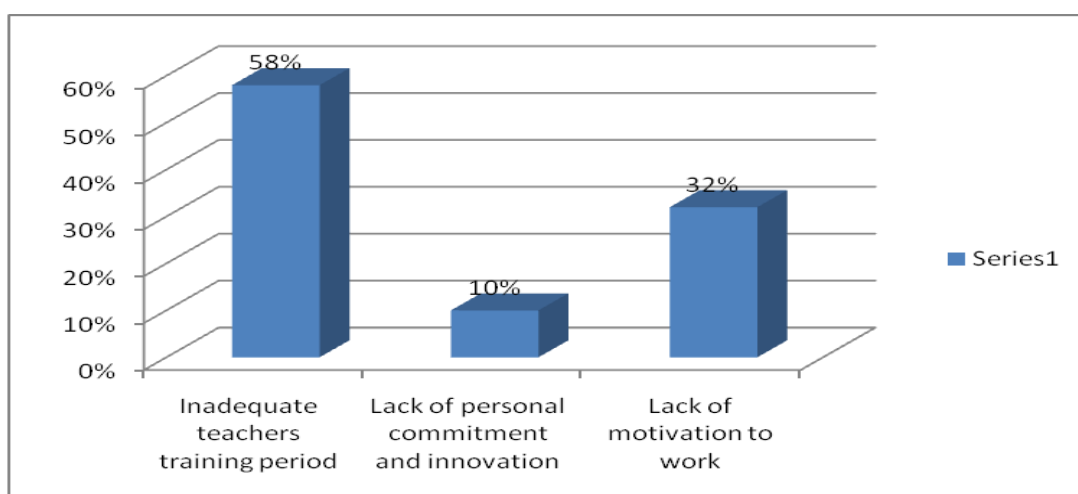
The comments on the quotation above imply that there would be some problems caused by the limitations of training period of time of Grade IIIA teachers in Tanzanian schools. The researcher asked the respondents to describe the possible effect of this weakness on teachers work performance and classroom management strategies. The informants said that a poorly stated statement of specific objective

affected teachers' ability to balance time for contents coverage and students comprehensibility of the topic. They said there were some moments where teachers could not accomplish their planned tasks and objects because they failed to match with planned time and practices to cover the same content or topic.

The informants maintained that the excellent preparation of lesson plan by the grade IIIA (a) teachers led to better choice and use of classroom management strategies. It was found in one geography lesson that the teacher planned to teach *sura ya nchi* (Physical landscape) in grade 6 but could not even utilize the surrounding physical environment, and the teacher instead used maps and lecturing strategy. In another case there was a teacher who planned to teach *kanuni za afya* who decided to teach her lesson using questions and answers strategy in a school which was close to municipal hospital where health experts could be easily invited to school as guest speakers on the topic. This suggests that teachers wrongly chose classroom management strategies for teaching their lessons.

The respondents were asked to explain the reasons why some grade IIIA (b) teachers wrongly chose classroom management strategies. The grade IIIA teachers, school inspectors and head teachers were asked to comment on the reasons why there was difference among grade IIIA teachers on the choice and effective use of classroom management strategies, they provided varied responses as summarised and presented in figure 4.2.

Figure 4.2: Reasons for difference in teachers work performance and competencies based on duration for teacher training (N=100)



Source: Field data, April 2014

Data from figure 4.2 indicates three responses provided by the informants on their views and opinions about the reasons why grade IIIA teachers performed their teaching work differently based on their teaching training. The majority of the respondents 58(58%) informants said that inadequate period for teachers training was a leading reason for the limited competencies and poor work performance of Grade IIIA (b) teachers. They emphasised that the traditional duration of two years for the training of grade IIIA teachers was enough for imparting all necessary skills and knowledge that the teachers need for their work as one of the informants commented; *The duration of two years of training grade IIIA teachers was enough to provide both theoretical and practical competencies to teacher trainees. Theoretical knowledge during the classroom teaching and two practical sessions for field work was quite enough for trainees. We were given enough time during field work (BTP) to practice what we learnt in classes. We could have adequate time to discuss with our assessors on areas of our weaknesses after deep reflection.*

The idea in the quotation suggests that for teachers to be competent both theoretical part and practical apart of the training were needed because teachers need both knowledge and skills about teaching and classroom management. The informants added that time were therefore an important factor to compliment these competencies. The grade IIIA (b) teachers blamed the limitation of time duration in their training as a reason for their lack of knowledge and skills in some aspects of teaching as one of them were quoted as saying;

One year training duration was not adequate for us to cover every aspect about our teaching profession. I was only provided opportunity to attend field work only once. The duration for field work of less than eight weeks could not give me all practical skills in teaching. So, I did not graduate my teaching course with adequate knowledge and skills in both lesson preparation and classroom management. We were told that we could cover some aspects in our course in the course of teaching as we become experienced (Primary school grade IIIA (b) teacher in school A).

The idea contained in the quotation above indicates that teacher trainers (tutors) knew in advance that time duration as not adequate for the training of Grade IIIA in teacher training colleges. So, it was expected that teaching experience would compliment or add up all the missing contents and practical skills after their graduation. This justifies that the one-year duration for grade IIIA teacher training could explain the lack of competencies and poor work performance to some grade IIIA teachers.

About 32(32%) of the respondents mentioned the lack of motivation to work among the grade IIIA teachers as the reason for the lack of competencies and their consequently poor work performance. The informants explained especially intrinsic motivation as the reason for teachers' failure to plan their lessons properly and effectively use appropriate classroom management strategies in teaching. They said that some teachers entered teaching profession only through extrinsic motivation such as available employment and salaries. These teachers did not choose the teaching profession as their most favourite vocation but last resort kind of job for employment as one of the teachers commented;

I have been teaching in this school since 2004 when I completed grade IIIA training course for duration of one year. I came to teaching because my academic credentials were less attractive to other professions. It is unfortunate however, that the compensation system in teachers is less attractive as well. What I am being paid is not even enough for my living and this completely discourages me (grade IIIA (b) teacher in school D).

The information contained in the quotation may imply that some grade IIIA teachers did not love teaching from their heart to negatively affect their competencies and work performance altogether. This suggests that both intrinsic and extrinsic motivation may affect work performance of teachers.

There was another group of respondents 10(10%) who mentioned the lack of personal commitment and innovation among the teachers as a reason for

incompetence and poor work performance among grade IIIA teachers based on their teacher training duration. The informants in this group said that the novice teachers cannot be competent in their work immediately from their training except the said teachers commit themselves to their work and become more innovation to adapt to the real environment. When they were asked to clarify their responses, they said that teachers need to learn from their fellow experienced teachers on the ground and continue to learn new ways every moment they get opportunity. To comment on this one primary school teacher had this to say;

Even we [grade IIIA (a)] teachers went through the same procedure of promoting ourselves after training. The initial training is not just enough to reveal everything to novice teachers. If one does not commit him/herself to continue learning from experienced teachers, the initial teacher training, however duration it takes, cannot provide every skills and knowledge we need for our effective work performance.

One can simply conclude from the quotation above that teaching experience was crucial element of the effective and efficient teachers. Thus, grade IIIA teachers need to promote and add more of their skills and knowledge they had acquired from their initial teacher training through their fellow experienced teachers. This conclusion suggests that for grade IIIA to be better or excellent in all aspects of lesson plan preparation, in the choice and use of classroom management strategies and classroom students behavioural management they need both adequate time duration for their training and continue learning from experienced teachers.

The informants said that teachers' ability to manage students' behaviours and disciplines inside and outside the classrooms were also reflected in their training duration. The respondents said that teaching training was expected to empower them with skills and knowledge to manage students' behaviours and disciplines at school. The findings revealed that both group of grade IIIA teachers were better in terms of their ability to manage pupils' behaviours and disciplines at school. The respondents added that ability of teachers to manage pupils does not necessarily demand long period of training but comprehensive ability of teacher trainees on issues and characteristics of acceptable and unacceptable behaviours including their own code of ethics. To emphasize this argument, one respondent had this to comment;

We were taught to obey and adhere to our professional code of ethics that refrain us from involving ourselves from any forms of misconduct and misdemeanour. We were also trained self-control and self-respect and discipline management of our students within the classroom and outside the classrooms. And we have not been facing any difficulties in management of our students' behaviours. For example, we usually counsel our students when the need arises and punish students when it is necessary to do it (grade IIIA (b) teacher in school A)

According to the teachers, the way they manage students' behaviours inside and outside the classrooms was satisfactory and they did not demand any more skills than they had already to manage students' behaviours. The informants warned that those who failed to manage students' behaviours it was not because of the duration of training period teachers had spent for their training; rather it might be due to irresponsibility on the part of the teachers.

4.4 Teacher training period and adherence to professional ethics

Objective three was intended to investigate the adherence to professional ethics for primary school grade IIIA teachers between those who trained for two years and those trained for one year. The collection of responses for this objective was guided by three questions namely “What are the professional ethics for teachers that are commonly breached by the grade IIIA teachers?” and “is there any difference in the adherence to professional ethics for primary school teachers based on their teacher training duration? And finally what is the way forward?”

The responses were collected from the head of schools, school inspectors and DEO in Nyamagana district through interviews and documentary analysis methods. The informants agreed that there were a number of incidences where teachers were involving in misconducts and misdemeanours which are against their professional code of ethics. The following cases were mentioned including absenteeism, drunkenness, teachers involvement into sexual activities with some of female their students, and teachers incompetence as they are summarised in *figure 4.3*:

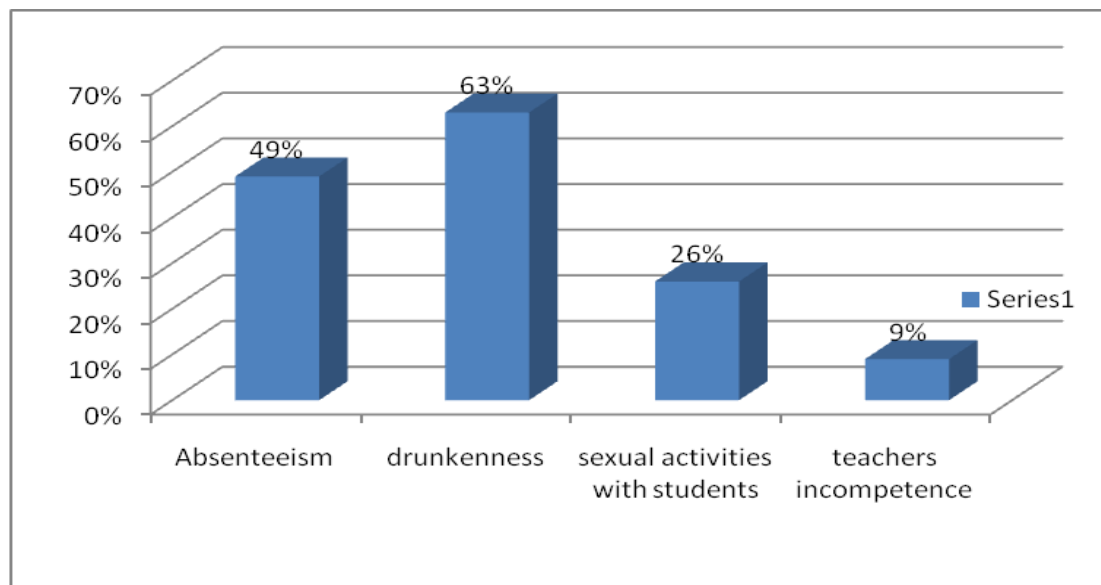


Figure 4.3: Teachers' misconduct and misdemeanour acts against the teaching professional code of ethics (N=8)

Source:2014

The data in **Figure 4.3** presents the response on the misconduct and misdemeanour acts that are against their code of ethics in which the teachers were found to be involved.

The responses showed that incidences of teachers' drunkenness, teachers' involvement into sexual activities with their female students, and teachers' incompetence were dominating the most of the discipline cases against teachers in Nyamagana district.

The majority of respondents 5 (63%) mentioned the teachers' drunkenness to be the largest misdemeanour and misconduct ever mentioned to involve disciplinary cases

rose against teachers in Nyamagana district. They said that teachers who drank local beer and manufactured beer were relatively harsh in their behaviours for them to comply and obey school regulations and professional code of ethics. It was unfortunate that those drunkenness affected teachers work performance including their classroom attendance schedules and their personal respect on the face of school community. They said that although most teachers would involve themselves in drinking alcohol after office work, the level of uptake were affecting their work performance the following day.

These teachers would be less effective and efficient in performing their work because they had limited time to spend with other experienced teachers to promote their personal learning professionally. To explain more about this argument one respondent had this to say;

It is not surprising that a good number of teachers who take local and manufactured beer in our school. Although, this has been a personal and private issue its impact has been well felt in different aspects of teaching work. There is this one guy (teacher) who usually spends almost all his salary not for family good (for private and personal expenditure instead of family good). We have been receiving a lot of complaints from his family members and the arising conflicts have been weakening his motivation and ability to work properly. A good number of these teachers are the grade IIIA (b) teachers (Head teacher in school B).

The other group of respondents 4 (49.0%) said that the teachers' absenteeism was the second largest misdemeanour and misconduct to involve disciplinary cases raised against teachers in Nyamagana district. The respondents said that the adherence of professional ethics for primary school teachers who attended one year of training was low compared with the grade IIIA teachers trained for two years of training duration. The informants mentioned the disciplinary cases on dressing code, in which teachers trained through one year pre-service training dressed poorly compared to the grade IIIA teachers trained through two years of training duration.

The grade IIIA (a) teachers said that in their two years duration of training there was adequate coverage of topics on professional code of conduct including dressing codes, choice and use of language. They said that it was unfortunate that abusive language, prostitution behaviours, disrespectful dressing code, and irresponsibility among teachers were the common forms of teachers' misconduct in our schools today. It was learnt that the one year pre-service trained teachers lacked self-understanding of professional ethics and regulations. They said that the teachers seemed to lack respects about their profession, and they would usually reluctant to participate in extra activities without extra payment. To explain this misconduct one informant commented that.

On my part what I can say is that adherence of professional ethics for primary school teacher was worse for grade IIIA teachers who attended one year of training because of their home backgrounds and that some of them were forced to join teaching profession unwillingly.

Some of the respondents however added that some grade IIIA (b) teachers had poor adherence to professional ethics at the beginning of their employment but later they slowly changed and behave normal (in a good manner).

On the contrary, some informants said that, adherence to professional ethics would sometimes not rely on the training duration because ethical issues were addressed in teacher training course regardless of whether the course was to take one year or two years of training duration. They said that it was the moral upbringing of the teacher, his/her family backgrounds and personal commitment that would determine the moral character and conduct of the grade IIIA teachers as one of the respondent commented;

Some grade IIA teachers in my school have not been good examples to the school community and to the public not simply because of duration of their training course. Some teachers have no respect and ethical conduct to teaching professional especially reflected in their dressing code, language of communication among teachers, pupils and the members of the public.

One of the informants added that due to lack of ethical conduct in teaching, some teachers were not accepted by private schools. They said that private schools especially religiously owned schools were very strict in maintaining teachers' behaviours and actions based on their code of ethics. Thus, the misbehaving teachers had little chance to survive working in private schools for any longer. Thus, conclusion was made that the two years pre-service teacher training were at least

better than one year pre-service training in terms of producing morally and ethically upright grade IIIA teachers.

For example, there were cases where teachers were establishing sexual relations with their female students which were against professional ethics. Thus, some respondents (26%) commented that teachers' involvement in sexual relations with their students was an indication of lacking ethical and moral upright among the teachers. It was found that in Nyamagana, the teacher-student sexual relations was a serious issues which had caused nine (9) teachers to be dismissed from work for 2013 year and 5 teachers were dismissed in 2012 for the same charges. The school inspectors said that 8 cases were still in judicial procedures. However, the dismissed teachers were both from grade IIIA (a) teachers and Grade IIIA (b) teachers to explain that teacher training duration was not an important factor to determine the teachers' involvement in sexual relations with their students. The issue of teacher incompetence was also mentioned to affect teachers work performance and personal competencies. The respondents said that incompetent teachers were partly due to the short duration of the training course and inadequate educational qualification on the part of the individual teachers (especially their grades in ordinary level examination results)

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.

The purpose of chapter five is to summarize the study findings from chapter four and provides conclusions and recommendations on the impact of the duration of pre-service training on teachers work performance and teaching competences they demonstrate in Nyamagana Municipality. Data were collected through the interviews, documentary analysis and focused group methods administered to DEO, primary school teachers, head teachers and primary school inspectors. Finally, the conclusions and recommendations are provided for action and further research.

5.2 Summary of the study

The purpose of the study was to assess the impact the impact of the duration of pre-service training on teachers work performance and teaching competences they demonstrate in Nyamagana Municipality. The study attempted to address three research tasks namely; to examine the influence of the time duration of pre-service training on teaching competences developed by teachers and how influence their work performance; second, to assess the classroom management strategies demonstrated by grade 'A' teachers of one year against those of two years; and finally ,to examine the adherence of professional ethics for primary school teachers who attended one year of training and those of two years of training. The dissertation report is organized into five chapters.

Research objective one was intended to examine the influence of the time duration of pre-service training on teaching Competencies developed by teachers and this influence their work performance. Majority of Grade IIIA teachers (70.9%) in surveyed schools were trained through traditional duration of two years of teacher training duration compared with those trained through a year training duration. The findings revealed that grade IIIA teachers who attended two years of Pre-service training were more experienced and competent in both preparing scheme of work, lesson plans, lesson notes and classroom teaching. The reasons for their competence were their long period of Block Teaching Practice (BTP) and adequate coverage of their training package. Thus, the teachers trained with one-year duration of training were not competent in classroom teaching and planning their lessons especially in the beginning of their teaching carrier although after more years of experience they got used. They also showed a low level of classroom management. Thus, short duration of teacher training denies teachers with adequate skills and knowledge needed to be competent for classroom and behavioural management. The one-year pre-service training teachers' modality was also associated with specializing teachers into subject combinations (either in sciences or social science subjects). This was not relevant and viable for primary education level because it was producing teachers who could not fit in teaching other subjects like it was for grade IIIA teachers trained under the two- year duration modality. It was however, learn that competency and work performance of the grade IIIA was also a result of their personal commitment, motivation and innovation to teach effectively.

Research objective two was intended to assess the classroom management strategies as demonstrated by grade 'A' teachers based on their training duration. The purpose was to examine whether there was a difference in terms of classroom management strategies between the grade 'A' teachers of one year training and those of two years of training. The study revealed that there were common classroom management strategies used by the grade IIIA teachers but with varied competencies. They used such strategies as questions and answers (Q and A), classroom, group discussion for teaching in the classroom, guest speaker and lecture strategy. Non-commonly strategies used were field work, demonstration, guest speaker and role playing. Although almost both grade IIIA (a) and grade IIIA (b) teachers used similar strategies in classroom management, they indicated different competencies. The grade IIIA (a) teachers were much better in the classroom management and the general planning of the lessons. It was learned that teachers would use lecture methods especially when they wanted to introduce new topic to the pupils especially in language subjects like Kiswahili and English. So, duration of the course training was an added advantage to grade IIIA (a) teachers' competencies and work performance. The grade IIIA (b) teachers were less skilled even in the choice and use of classroom management strategies relevant to the topics and subjects. Some grade IIIA (b) teachers wrongly chose classroom management strategies while showing limited ability to manage them. However, the issue of lack of motivation to work; the lack of personal commitment and innovation were also linked to the grade IIIA teachers lack of competencies and poor work performance. In addition, teachers' ability to manage students' behaviours and disciplines inside and outside the classrooms could not be determined by teacher training duration.

Research objective three was intended to investigate the adherence to professional ethics for primary school grade IIIA teachers between those who trained for two years and those trained for one year. The study revealed that teachers involved themselves in drunkenness, into sexual activities with their female students, and lacked incompetence in teaching their subject against the professional code of conduct and moral principles

Although a good number of teachers involved in such acts were those from grade IIIA (b) there was also involvement of grade IIIA (a) teachers as well in the same acts.

However, although some of these acts and behaviours were more or less of personal issues the drunkenness, absenteeism, involvement into sexual relations with students were both against moral and ethical principles in the profession. Thus, the acts and behaviours affected the ability of the teachers to concentrate on their work and their incompetency as a result. For example some teachers lost their jobs after conviction and found guilty in their involvement into sexual activities with their students. It was also found that some grade IIIA (b) teachers who had poor professional skills at the beginning of their carrier slowly changed and behave normal (in a good manner) after some years of experience. In some cases however, adherence to professional ethics, competency and work performance could also be determined by individual socio-economic background of family upbringing, and personal characteristics and academic qualifications in their previous education levels.

5.3 Conclusion

The study findings have led to the following conclusions;

- The duration of pre-service training had impact on teachers work performance and teaching competences they demonstrated in classrooms. Traditional duration of two years of training produced well performing and more competent grade IIIA teachers compared to those trained through one year duration of training. Thus, time duration for the training of teachers can determine the competency and work performance of grade IIIA teachers. This is because teacher trainees are provided with ample time for both theoretical body of knowledge and practical part of it through adequate period of Block Teaching Practice (BTP)
- There was no difference in the making of choice of classroom management strategies as demonstrated by grade IIIA teachers based on their course training duration. The only difference existed was found in the competent and effective use of classroom management strategies between the grade IIIA(a) and grade IIIA(b) teachers. Since the grade IIIA (a) teachers were much better in the classroom management and the general planning of the lessons, it was concluded that duration has contribution to the teachers' competencies in the use of classroom management strategies.
- The grade IIIA (b) teachers were less skilled especially in the use of classroom management strategies relevantly to the topics and subjects than grade IIIA (b) teachers. However, teachers' ability to manage students' behaviours and disciplines inside and outside the classrooms could not be determined by teachers training duration.

- Grade IIIA teachers' adherence to professional ethics did not differ greatly between grade IIIA (a) teachers and grade IIIA (b) teachers. Both categories of teachers involved in misconduct and misdemeanour acts such as drunkenness, in sexual relations with their students, and lacked competence in teaching which are against the professional code of conduct and moral principles
- The teachers involvement in misconduct acts and behaviours affected the ability of the teachers to concentrate on their work reduced their competency in work and respect. Their involvement can also render some teachers lose their jobs after conviction in the court of law and faced some penalties including imprisonment.
- However, adherence to professional ethics, competency and work performance could be determined by individual moral upbringing, and personal characteristics such as their academic qualifications in their previous education levels.

5.4 Recommendations .

5.4.1 Recommendations for administrative actions

First, the traditional duration of two years for the training of pre-service teachers need to be maintained by the government. The government should avoid protracted experimentalism and inconsistencies on the duration used to train grade IIIA teachers. Training of teachers require adequate time for imparting theoretical and practical, therefore a duration of one year was not adequate duration for producing competent teachers and promote their work performance. The government should be

careful with changes in the duration of teacher training courses to avoid compromising the production of quality grade IIIA teachers.

Second, it was recommended that classroom teachers should be re-introduce to frequent short term and long term courses and training to upgrade the grade IIIA teachers' skills. The use of Teachers Training Centres (TRCs) through seminars and short course training especially on specific complicated topics and attachment of junior teachers to senior teachers would help to promote teachers experience in lesson planning and appropriate choice and use of classroom management strategies.

Thirdly, to promote the grade IIIA (b) teachers' ability to manage students' behaviours and disciplines inside and outside the classrooms more seminars and short trainings should be conducted by the Teachers Service Department (TSD) at district level. The department is responsible for promoting ethical dimension of teachers with respect to professional code of conduct. This should aim to educate and remind teachers of their responsibility to abide with the code of conduct. However, strict laws and steps should be taken to correct misbehaving teachers and to punish whoever does not wish to adapt to regain the reputation of the profession from the public eyes. This would help to minimise unnecessary misconducts such as drunkenness, involvement in sexual relations with students, and lack of competence which are against the professional code of conduct and moral principles

5.4.2 Recommendations for further studies.

Taking into account the de-limitations of this study, further research studies were recommended. This study de-limited itself to the study on assessing the impact of the

duration of pre-service training on teachers work performance and teaching competences they demonstrate in Nyamagana Municipality. It was recommended to conduct a study to examine similar topic to involve private schools and public schools in primary and secondary schools levels in Tanzania.

Secondly, it was recommended that a study should be conducted to statistically test the significance of the impact (quantitative justification) of the duration of teacher training in relation to teachers' competencies and work performance. This should methodologically involve wider geographical areas and more categories of samples to provide a bigger picture over the research problem in Tanzania.

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APPENDICIES

Appendix1.

Questionnaire 1 for District Educational Officer (DEO).

1. Are there grade 'A' teachers in your District who attended one year of training course?.....
2. If yes, do they teach properly as those of two years of teachers training do?.....
3. Do they have teachers' ethics and behave like those teachers who attended two years of teachers training?.....
4. Do the District provide seminars and workshops so as to improve their teaching capacity?.....
5. What challenges do you face in your office from those teachers of one year of training?.....
6. Are they given priority being head teachers or head of schools like those teachers of two years of training?.....
7. Do they manage to handle the frequently changes of educational curriculum in our country?.....
8. What is your suggestions for the teachers one year training and crash program teachers for diploma course?.....

THANK YOU FOR YOUR CONSIDERATION.

Appendix 2.

Questionnaire 2 for the Chief Educational Office (Swahili interview).

1. Je,wilaya ya Nyamagana ina walimu wa daraja la III A' waliopata mafunzo ya ualimu kwa utaratibu wa mafunzo ya mwaka mmoja?.....
2. Kama ndio,je wanaweza kufundisha vizuri madarasani kama walimu wengine wa daraja 'IIIA' waliopata mafunzo ya ualimu ya miaka miwili?.....
3. Kama ofisi ya ukaguzi wa shule za msingi, mnapata changamoto zipi toka kwa hawa walimu wa mafunzo ya ualimu ya mwaka mmoja mnapokuwa katika utaratibu wa kuzikagua shule?.....
4. Je,utaratibu wa kufundisha kama vile kuandaa maazimio ya kazi na maandalio ya masomo wanaandaa kwa kufuata vizuri utaratibu uliowekwa na wizara ya elimu?.....
5. Kuna kitu kinaitwa 'Haiba ya mwalimu'.je walimu hawa wa mafunzo ya ualimu ya mwaka mmoja haiba zao zinaridhisha kama walimu wanavyotakiwa wawe?.....
6. Je,walimu hawa wana mwamko wa kujiendeleza kielimu kwa ngazi za juu kama stashahada na shahada?.....
7. Una ushauri gani kwa serikali kuhusu haya mafunzo ya ualimu ya mwaka mmoja?na je yameboresha elimu ya msingi nchini tukiangalia kipengele cha kupunguza tatizo la upungufu wa walimu mashuleni?.....

AHSANTE SANA KWA USHIRIKIANO.

Appendix 3.

Questionnaire 3 for the Head Teachers.(Swahili interview).

1. Je,shule hii ina walimu wa daraja la 'III A' waliopata mafunzo ya ualimu ya mwaka mmoja?.....
2. Kama ndio,je wanafundisha vizuri kama walimu waliosoma ualimu kwa miaka miwili?.....
3. Je,haiba yao ni sawa na walimu waliosoma ualimu kwa miaka miwili?.....
4. Je,walimu hawa wana uwezo wa kuandaa maandalio na maazimio ya kazi na kufuata taratibu za kufundishia kama wizara ya Elimu na Mafunzo inavyoelekeza?....kama hapana ni kwa nini?.....
5. Je,walimu wa mafunzo ya ualimu mwaka mmoja wana uwezo wa kumudu darasa vizuri kama walimu waliosomea ualimu kwa miaka miwili?.....kama hapana kwa nini?.....
6. Je,walimu hawa wanajumuika ipasavyo kufanya kazi zingine kwa ufasaha katika mazingira ya shule na jamii kwa ujumla?.....
7. Je,walimu hawa wanazimaliza mada zao za masomo wanayofundisha kwa wakati unaotakiwa?.....

AHSANTE SANA KWA USHIRIKIANO.

Appendix 4.

Questionnaire 4 for classroom teachers.(Swahili interview).

1. Je,mafunzo yako ya ualimu daraja la 'IIIA' ni ya mwaka mmoja au miaka miwili?.....
2. Je,kama mafunzo yako ya ualimu daraja la IIIA ni ya mwaka mmoja,je unaona kuna tofauti yoyote katika kufundisha ukilinganisha na wale walimu wa daraja la IIIA wa mafunzo ya miaka miwili?.....
3. Unapata changamoto zipi wewe kama mwalimu wa mafunzo ya ualimu ya mwaka mmoja wa mafunzo katika utaratibu mzima wa kufundisha hapa shuleni?.....
4. Mabadiliko ya mara kwa mara ya mitaala ya elimu yanakuathiri vipi wewe kama mwalimu katika kazi yako ya ualimu?.....
5. Suala la kujiendeleza kielimu ni muhimu kwa kila mwalimu ili kuboresha taaluma yake.Je,unadhani hili linawapa motisha chanya walimu kufanya kazi kwa bidii?.....
6. Jammii inayokuzunguka inakuchukuliaje wewe kama mwalimu wa mafunzo ya ualimu daraja la IIIA ya mwaka mmoja?.....
7. Wewe kama mwalimu unaishauri vipi serikali kuhusu utaratibu mzima wa mafunzo ya ualimu daraja la IIIA kwa wanafunzi wanaomaliza kidato cha nne?.....

AHSANTE SANA KWA USHIRIKIANO.